



Cornerstone
UNIVERSITY®

BUILD A LIFE THAT MATTERS

Professional & Graduate Studies

Grand Rapids, Michigan

Graduate Academic Catalog & Student Handbook

Effective July 1, 2021 to June 30, 2022 (published 6/30/21)

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DIRECTORY

Campus Locations:

Cornerstone University – Main Campus
1001 E. Beltline Ave NE, Grand Rapids, MI 49525
Main 616-949-5300
www.cornerstone.edu

Professional & Graduate Studies – Grand Rapids
300 E. Beltline Ave NE, Grand Rapids, MI 49506
Main 616-222-1503
Fax 616-222-1528
www.cornerstone.edu/pgs

Departments:

Campus Safety 616-949-5300
Center for Career and Life Calling 616-222-1433
Miller Library 616-222-1458
800-727-9772
PGS Administration 616-222-1503
Registrar 616-222-1431
Student Financial Services 616-222-1503

Admissions:

Grand Rapids 800-947-2382
Kalamazoo 269-353-6535

PGS Academic Advising:

Grand Rapids 616-254-1650

2021-2022

ACADEMIC CALENDAR

Fall 2021

| | |
|-------------------------------------------------------------------------|-----------------------|
| Registration Deadline for Fall Session I Online Elective Courses..... | August 10 |
| Fall Session I Online Electives Begin | September 7 |
| Labor Day (no classes) | September 6 |
| Registration Deadline for Fall Session II Online Elective Courses | October 5 |
| Graduation Application Deadline for December Graduates | November 1 |
| Fall Session II Online Electives Begin | November 2 |
| Thanksgiving Break | November 24-26 |
| Christmas Break (campus closed)..... | December 24-January 2 |

Winter/Spring 2022

| | |
|--------------------------------------------------------------------|-------------|
| Registration Deadline for Winter Online Electives..... | December 14 |
| Winter Online Electives Begin..... | January 4 |
| Martin Luther King Day (no classes)..... | January 17 |
| Graduation Application Deadline for May and August Graduates | February 1 |
| Registration Deadline for Spring Online Elective Courses..... | February 8 |
| Spring Online Electives Begin | March 1 |
| Good Friday (no classes, campus closed)..... | April 15 |
| Easter Sunday | April 17 |
| Commencement | May 7 |

Summer 2022

| | |
|------------------------------------------------------------------|----------|
| Registration Deadline for Summer Session I Online Electives..... | April 5 |
| Summer Session I Online Electives Begin | April 26 |
| Summer Session II Online Electives Begin..... | July 6 |

ABOUT CORNERSTONE UNIVERSITY

Our Identity, Mission and Vision

Our Identity: Who We Are – Cornerstone is a Christ-centered university with a passion for global influence through the transforming power of the gospel.

Our Mission: Why We Exist – We exist to empower men and women to excel as influencers in our world for Christ by offering a student-focused learning community where Jesus Christ is central.

Our Vision: What We Aspire To – We aspire to create a thriving community of fully devoted followers of Jesus in a spiritually contagious, academically excellent, richly resourced and culturally diverse learning environment that attracts outstanding students, faculty and staff who influence our world for Christ, his church and his kingdom.

The Cornerstone Confession

The Cornerstone Confession is the foundational doctrinal statement of Cornerstone University, reaffirmed annually by Cornerstone trustees, faculty, and staff. The Confession expresses our commitment to the key teachings of Scriptures as interpreted through the ecumenical creeds of the early church, the chief insights of the Reformation, and evangelical Christianity.

We believe in one sovereign, omnipotent, and fully omniscient God who eternally exists in three persons—Father, Son, and Holy Spirit—who in love and for his glory created all things out of nothing and pronounced them good.

We believe that God has revealed himself in the sixty-six canonical books of Scripture, which are verbally inspired, truth without error, and serve as our final authority in faith and life. They lead us to Jesus Christ, who shows us the Father, and rightly interpreted, they enable us to understand God’s revelation in humanity, nature, and history.

We believe that God directly created Adam and Eve, the historical parents of the human race, distinct from the rest of creation in their bearing of God’s image and their stewardship over creation. Their union as man and woman models God’s design for marriage and perpetually stands as God’s loving and righteous will for all sexual intimacy.

We believe that our first parents forfeited their original righteousness when they succumbed to Satan’s temptation and rebelled against God’s revealed will. As a result, every human is born in sin, leaving us totally depraved, alienated from God, and destined to spiritual and physical death. As such, our sinful ways have corrupted God’s creation, resulting in discord to society and nature.

We believe that God’s plan to redeem fallen humanity and renew creation flows through his promises to the Jewish people. God’s promises to Abraham and David are fulfilled in Jesus, the mediator of the New Covenant.

We believe that the Son of God, while fully divine, became fully human through the virgin birth to save the world from sin. Living a sinless life in perfect obedience to his Father, Jesus proclaimed God’s reign in word and deed. In his mercy he atoned for our sins by dying in our place. Having satisfied the just wrath of God on our behalf, he rose bodily and triumphantly over sin, death, and Satan. He then ascended to heaven, sent his Spirit to lead and empower his church, and is seated at the Father’s right hand where he reigns and intercedes for his people.

We believe that the Holy Spirit descended at Pentecost to establish the church; that he uses the Word of God to give new life to those who repent of their sin and believe in Christ; and that all who by faith alone receive Christ's finished work are by God's grace united with Christ, justified by his shed blood, adopted into the family of God, forgiven of all their sin, indwelt and gifted by the Spirit, and added to the church.

We believe that the one, holy, and universal church is the body and bride of Christ. The church gathers in local assemblies to worship God and celebrate the gospel through the preaching of the Word, baptism, the Lord's Supper, prayer, and fellowship. It disperses to proclaim the gospel to a sinful world which must hear the good news of Jesus Christ in order to be saved. The church makes disciples of Jesus who, through persevering faith, embody the kingdom values of righteousness, peace, and joy. By loving God, serving others, and caring for creation, they anticipate the redemption of all things at Christ's return.

We believe that our Lord Jesus Christ will personally and gloriously return to deliver this world from Satan's rule and bring his reign to its ultimate fruition. Jesus will raise the dead to stand with the living before his judgment throne where he will determine the final state of humanity. The lost will experience everlasting conscious separation from God as the just punishment for their sin, and the redeemed will be welcomed into the unhindered joy of everlasting fellowship with him.

History of Cornerstone University

Cornerstone University, an evangelical Christian university, is committed to equipping students to effectively engage the cultures of our world for Christ. As a multi-denominational school, Cornerstone University offers traditional and undergraduate programs, as well as adult undergraduate and graduate programs through the Professional & Graduate Studies division (PGS), Grand Rapids Theological Seminary (GRTS), and Asia Biblical Theological Seminary (ABTS). The school also produces Cornerstone University Radio.

Founded in 1941 as the Baptist Bible Institute, the school offered evening classes twice a week in the educational wing of Wealthy Street Baptist Church in Grand Rapids, Mich. Over the years, the school continued to flourish, eventually developing into a four-year Bible college and seminary.

Under the visionary leadership of Dr. W. Wilbert Welch, the school relocated to its current 132-acre campus in 1964. That same year, the college became a member of the American Association for Bible Colleges. In 1972, the school was approved by the State of Michigan as a degree-granting college of arts and sciences, and five years later, the Higher Learning Commission granted accreditation. In 1993, Grand Rapids School of Bible and Music was joined to the institution for the preservation of its rich heritage and academic records. Also that year, the school launched the Adult and Continuing Education (ACE) program to serve the adult populations of Michigan. The following year, the name of the institution changed from Grand Rapids Baptist College and Seminary to Cornerstone College and Grand Rapids Baptist Seminary (now Grand Rapids Theological Seminary). Finally, in 1999, the institution was renamed Cornerstone University.

In 2004, the Adult and Continuing Education program became the Professional & Graduate Studies (PGS) division of Cornerstone University. Since its inception, PGS has endeavored to empower the adult learner to influence the world by providing a distinctive and academically excellent education from a Christ-centered worldview. PGS impacts students worldwide, offering degrees at the associate, bachelor's, master's and doctoral level with ever-growing programs in the fields of business, education, ministry, human services, TESOL and psychology.

Cornerstone University continues to grow and provide a Christ-centered education under the direction of its 12th president, Dr. Gerson Moreno-Riaño. The university currently enrolls around 2,244 students on an annual basis and holds memberships with the following organizations:

- Higher Learning Commission (since 1977)
- National Association of Schools and Music (since 2001)
- Association of Theological Schools (since 2002)
- Council on Social Work Education (since 2004)
- Accreditation Council for Business Schools and Programs (ACBSP) (since 2019)
- Council for the Accreditation of Educator Preparation (CAEP) (since 2021)
- Council for Christian Colleges and Universities
- Council of Independent Colleges
- National Association of Independent Colleges and Universities

- Michigan Independent Colleges and Universities
- Michigan Department of Education
- West Michigan President’s Compact Committee

Changes in Policy

The provisions of this catalog are not to be regarded as an irrevocable contract between the student and Cornerstone University. Changes and modification in educational policy are implemented when deemed appropriate and not necessarily with the issuance of a new catalog. This catalog has attempted to present information that is as current and accurate as possible. Changes will be publicized through normal channels and will be included in the following catalog.

All material in this catalog applies to the 2021-2022 academic year and reflects information available on the publication date. Cornerstone University reserves the right to revise all announcements contained in this publication and, at its discretion, to make reasonable changes in requirements to improve or update academic and non-academic programs.

Notice of Nondiscriminatory Policy Toward Students

Cornerstone University does not discriminate on the basis of race, national origin, sex, age, disability or veteran status in any of its education policies and programs that it operates.

Questions regarding our nondiscrimination policy or any other aspects of Title IX may be referred to Cornerstone’s Title IX Coordinator or one of the Title IX Deputy Coordinators:

For general questions regarding Title IX policies and procedures:

Gerald Longjohn, Ed.D.
 Vice President for Student Development | Title IX Coordinator
 Corum Student Union | 2nd Floor
 616.222.1423 or gerald.longjohn@cornerstone.edu

For questions/complaints regarding issues and incidents involving students:

Mark Muha
 Director of Community Life | Title IX Deputy Coordinator
 Corum Student Union | 2nd Floor
 616.222.1423 or mark.muha@cornerstone.edu

For questions/complaints regarding issues and incidents involving employees:

Emilie Azkoul
 Director of Human Resources | Title IX Deputy Coordinator
 Welch Administration Building
 616.254.1658 or emilie.azkoul@cornerstone.edu

For questions regarding Campus Safety:

Brandan Bishop
 Director of Campus Safety | Title IX Deputy Coordinator
 Faber Hall
 616.949.5300 or brandan.bishop@cornerstone.edu

Consumer Information

Family Education Rights and Privacy Act (FERPA)

The Family Education Rights and Privacy Act of 1974 requires institutions to obtain written consent from a student prior to releasing information from the student’s education record to most sources outside the university. It is allowable for a school to release directory information which includes name, address, e-mail address, phone number, date and place of birth, major field of study, dates of attendance, degrees and awards, cumulative hours, participation in officially recognized sports, and weight and height of athletes. As an enrolled student, you have the right to restrict the release of directory information. To restrict the release of directory information, you must complete a *Directory Information Restriction/Release Request* prior to the second week of your program by going to <https://my.cornerstone.edu/groups/48/feed>. At the Registrar’s site, under Resources,

click on Printable Forms and choose the *Directory Information Restriction/Release Request* form. All requests are forwarded to the registrar's office.

Equity in Athletics Disclosure

To view Cornerstone University's Equity in Athletics Disclosure report, go to <http://ope.ed.gov/athletics>. Simply enter Cornerstone University in the "Institution Name" field once you are on the selection screen.

Campus Safety Report

To view the Cornerstone University crime statistics visit: www.cornerstone.edu/campus-safety.

Third Party Servicers

Cornerstone University has contracted with several third-party servicers for various aspects of the Title IV aid process. Below is a list of those servicers and their responsibilities:

- ECSI – performs Perkins loan billing, servicing and NSLDS reporting functions
- National Student Loan Clearinghouse – reports enrollment data to the NSLDS
- Reliant Capital Solutions – collects on delinquent Perkins Loans, Institutional Loans and student accounts
- Williams and Fudge – collects on delinquent Perkins Loans, Institutional Loans and student accounts
- RMS – collects on delinquent Perkins Loans, Institutional Loans and student accounts
- Merchants and Medical – collects on delinquent student accounts
- Agency of Credit Control – collects on delinquent student accounts
- Key 2 Recovery – collects on delinquent student accounts

In addition, the following third-party servicers provide non-Title IV financial responsibilities:

- West Michigan Document Shredding – securely destroys student information that is no longer required to be retained
- Tree of Life Bookstore, Inc. – allows students to charge bookstore purchases to student accounts
- TMS/Nelnet – administers student payment plans

Drug and Alcohol Abuse Prevention

Cornerstone University complies with the Drug Free Schools and Communities Act of 1989.

Every Cornerstone University Professional & Graduate Studies student has agreed to abstain from the possession and use of alcoholic beverages and illegal drugs while on campus or engaged in university activities. This commitment is made by signing a lifestyle statement included in the application to Professional & Graduate Studies. Failure to adhere to these standards will result in disciplinary action up to and including suspension, dismissal and possible referral for prosecution.

In addition to prohibitions agreed upon in the lifestyle statement, municipal, state and federal laws strictly outline penalties for the illegal use, possession or distribution of alcohol and drugs. Specific references to the laws are available in the student development office located in the Corum Student Union on campus.

Alcohol and drug information, referral, counseling and rehabilitation programs are available through a variety of on- and off-campus resources. Students who need help or know someone who would benefit from these resources may contact the director of student services in Professional & Graduate Studies, the counseling center or health services for more information.

Sexual Harassment and Discrimination

Believing that we are made in God's image and that harassment, in any form, is a violation of a person and the body of Christ, Cornerstone University does not tolerate harassment based on race, color, gender, national origin, age or disability.

This university community is fully committed to the moral teachings of Jesus Christ and to fostering an environment in which all persons have equal opportunity to work and pursue learning freely, whether in group settings or in close relationships between students, faculty and staff. Therefore, in accordance with biblical principles the university forbids and condemns any covert or overt acts of abuse, assault, harassment, or intimidation which interfere with these affirmations and commitments.

Definition of Harassment

Harassment is defined as discriminatory insult, intimidation, or ridicule based on age, disability, ethnic, gender, or racial harassment. It has the purpose, effect and potential to create an intimidating, offensive, or hostile environment, including stalking violations of the State of Michigan law and local ordinances. Additionally, it can unreasonably interfere with an individual's performance.

Sexual harassment includes behaviors that contribute to or create a hostile environment serving no scholarly, artistic, or educational purpose. It also includes such behaviors as unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

- submission to such conduct is explicitly or implicitly made a term or condition of employment, instruction, or participation in any university activity;
- submission to or rejection of such conduct by an individual is used as the basis of evaluation in academic or employment decisions; or
- such conduct has the purpose or effect of substantially interfering with an individual's academic or work performance, or of creating a hostile, intimidating or offensive environment.

Other forms of sexual harassment include:

- generalized sexist remarks or behaviors, such as demeaning remarks or actions that are directed at individuals or groups based on their gender;
- offensive sexual remarks or behaviors, such as lewd, obscene, or sexually suggestive remarks or actions which would be deemed offensive by a reasonable person in that situation, including displays of sexually offensive audio and visual materials; and
- sexual advances without intimidation that are accompanied by a promise of reward or a threat of punishment.

A student who encounters a situation in which harassment is believed to be involved should submit a report (either oral or in written form) to the director of student services or to any other Professional & Graduate Studies administrator with which the student can speak comfortably. All such complaints will be promptly and thoroughly investigated by the university. However, if a report is not made on a timely basis, an investigation of such alleged activity may be hindered.

Campus Photography

All Cornerstone University students grant permission to the university to use images, photographs and/or videos of their likeness in print and electronic publications or other marketing purposes for Cornerstone and Grand Rapids Theological Seminary. This permission pertains to photos and videos captured by the university or freelance photographers and videographers during scheduled photo or video shoots, university-sponsored events or other university activities.

Students acknowledge that these images will only be used to promote the university and will not be sold or distributed to outside parties, either by Cornerstone, university affiliates or our photographers, at any time. The university maintains the right to crop, edit or treat the images at its discretion and to discontinue the use of images without notice.

If for any reason a student does not wish to grant this permission, he/she should contact the university's Marketing and Communications Office at marketing@cornerstone.edu.

STUDENT RESOURCES

Students are encouraged to use the Student Resources to ensure they are prepared for the academic demands of their PGS program. PGS offers numerous resources to students online, on-ground, and in blended formats, including the following:

[The PGS Center for Student Success](#) (on-ground, M02, and online, My.Cornerstone.edu)

- Provides free one-on-one coaching for writing, technology, and career services to all PGS students
- Hosts free writing, Excel, and career-themed [workshops](#) (must register)

[PGS Student Resources Course](#) (Moodle)

- Appears in Moodle under “In Progress” courses
- Contains online resources and tutorials to help with the following:
 - Viewing grades, academic evaluation, and financial aid
 - [Navigating and using Moodle](#), Cornerstone email, and Cornerstone account
 - [Writing help](#) (APA, Grammar, Paragraphs, Punctuation)
 - Understanding your [Cohort Calendar](#) (Guide to your class schedule, advisor, instructors, and financial services specialist)

[24/7 Moodle Support](#) (Moodle)

- Provides technical support and is available 24/7
- Assists with submitting assignments, accessing an account, miscellaneous Moodle issues

[Microsoft Office 365](#) (MyCornerstone)

- Connects students with a free copy of Microsoft Office 365
- Linked under “[Office 365](#)” icon under the “Tools” section on the left side of the page on [MyCornerstone](#)

[Net Tutor](#)

- Offers free online, on-demand tutoring service in a wide variety of subjects available to all PGS students
- Access from any [Moodle](#) classroom under the “Resources” tab
- Must create a free account to access

[Miller Library](#)

- Is both [on-ground](#) and [online](#).
- Gives PGS students full access to Miller Library for materials, services, and study space

[Khan Academy](#)

- Provides online resources such as training videos, student forums, and quizzes that help students learn and then assess their progress in a wide variety of subjects, e.g., Math, Science, Economics, Finance, and Computing
- Must create a free account to access

GRADUATE PROGRAMS

Mission and Purpose

The Professional & Graduate Studies (PGS) division of Cornerstone University exists to equip the adult learner to influence the world by providing a distinct and academically excellent education from a Christ-centered worldview.

Overall Curricular Goals

In accomplishing the mission of the university and the Professional & Graduate Studies division, faculty and staff are committed to preparing students to achieve the following learning outcomes:

I. Specialized Knowledge

Cornerstone students will demonstrate knowledge of, and proficiency in, the terminology, theories, concepts, practices and skills specific to their field of study.

II. Applied Knowledge and Collaborative Learning

Cornerstone students will exhibit competency in applying their knowledge to address real-life problems through both individual and group effort.

III. Intellectual Skills

Cornerstone students will demonstrate their ability to integrate both traditional and non-traditional cognitive skills, including analytical inquiry, information literacy, quantitative fluency and communicative fluency.

IV. Civic and Global Engagement

Cornerstone students will demonstrate intercultural competence in addressing civic, social, environmental and economic issues.

V. Biblical Worldview Integration

Cornerstone students will be able to articulate a Christ-centered worldview and its personal, professional and communal embodiment through Christian virtues.

Educational Effectiveness

The Professional & Graduate Studies division places a high value on the assessment of student learning and the responsibility to deliver on the promise to provide excellence in adult education. Assessment of student outcomes and the disclosure of educational effectiveness are not viewed as an externally imposed burden. Rather, it is understood as a task of stewardship, a process for organizational learning, and as a matter of legitimate accountability.

The effectiveness of PGS' educational programs is assessed in a disciplined and routine manner. Achievement of the intended student learning outcomes of PGS' curriculum, student and alumni satisfaction, student readiness for ministry, and vocational achievement of PGS graduates are assessed through a variety of instruments and processes.

The following provides a few highlights and demonstrates how PGS is delivering on its promise to provide excellence in adult education:

- 77 percent of students in master's programs graduate with their degree.

- 100 percent of master's level graduates believe that their education prepared them for the demands of their vocational life.
- 93 percent of master's program degree graduates are employed or continuing their education.
- 100 percent of doctoral program degree graduates are employed or continuing their education.

The data shown above was taken from the results of a variety of surveys and other evaluative instruments administered in recent years at PGS.

Learning Model and Format

To meet the needs of the working adult, Cornerstone University offers programs through the Professional & Graduate Studies division with features that make earning a college education convenient, relevant and affordable.

Program Format

The PGS division offers programs in multiple formats: onsite, online, and blended (combination of onsite and online). In each format, programs are a series of accelerated courses designed to meet specific program objectives. New cohorts can begin at any time during the year and stay together until all courses in the program are completed. Students take only one course at a time, allowing them to focus on one subject.

Onsite classes meet once a week for four hours. Most graduate courses meet for six to eight weeks. When one course ends, typically the next course begins the following week. Each course in the program is a required component. This calendar structure means that students can finish their degree in relatively short time when compared to a traditional college calendar. Courses combine lecture and teacher/student interaction. Instructional methods in the programs integrate practical experience and theory through assignments, mini-lectures, case studies, simulations, small group discussions and projects related to the student's professional goals.

Online and blended programs use the Internet and Moodle, an online course-management system, to maximize learning. Students and instructors exchange assignments and feedback through discussion boards, e-mail and attachments. Active links within the course material enable students to do additional research on topics. Quizzes, exams and other assignments are built into the materials to assess student understanding of the concepts being presented.

A federally-generated and approved formula (credit hour justification) is used to create all PGS curricula and assess course work for each class against the standards for that program's credit hour requirements. All course work, including online discussion forum components occasionally utilized in onsite courses, has been accounted for in the credit hour justification calculation.

Convenience of Time and Place

Programs are offered at times and in locations that are convenient to working adults. Onsite classes are generally held in the evening when most adults are available.

Participative and Active Learning

Though the curriculum requirements are rigorous, the learning opportunity for all students is enriched by the extensive and diversified employment experience each individual brings to the classroom. Students who enroll are committed to completing the program, and they support one another in achieving their mutual goals.

The adult learner model places emphasis on the learner's active involvement in the learning process. This is possible when adults and facilitators come together and share their experiences as they relate to theory. Considering this emphasis on learning, course participation and attendance are expected.

Group Learning

In addition to class time, some classes may incorporate collaborative learning that requires students to meet outside of class time to complete projects. In collaborative and cooperative teams, students share strengths and improve weaker skills. They learn interpersonal skills and how to handle conflict. Through working as a team, they learn to appreciate diversity of learning styles.

If an official class assignment calls for collaborative learning outside of class time, students are expected to be active participants in their group. Individuals are accountable for their work, and the work of the team is also evaluated. At the end of each course for which an official group assignment has been required, students will be given an opportunity to evaluate the

contribution of each team member. Groups required to work together may complete some or all of their team requirements in face-to-face meetings or online.

Curriculum

Individual courses in each degree program are created and revised by faculty who are academically qualified and professionals in their field. Each faculty member works with the PGS Curriculum Committee to ensure that each course meets the learning goals for each degree program, and the overall student learning outcomes for PGS. All courses in the program use a common curriculum guide. Instructors may expand and enhance the courses they teach with current resources and practices.

Faculty

Cornerstone is committed to using instructors who have a master's or doctoral degree from regionally accredited institutions, significant professional experience, teaching experience, an active Christian commitment and a theology that supports the mission and goals of the university. As practitioners in the field, they bring experience that enables them to merge theory with practice in the classroom. All Ed.D. faculty hold a terminal degree in a discipline related to their teaching area.

In addition to adjunct instructors, the Professional & Graduate Studies division has full-time faculty who oversee the academic quality of programs and provide support for the adjunct faculty. All faculty members teaching in the programs have completed a careful screening process, assessment and training. Surveys submitted by students at the end of each course are reviewed and used in the ongoing process of professional faculty development.

Graduate Degree Programs

Professional & Graduate Studies offers the following accelerated graduate degree programs for adults returning to college in order to further or change their careers, or fulfill a lifetime goal:

Master of Business Administration

Finance

Global Business

Health Care

Project Management

Master of Arts in Organizational Leadership

Master of Public Administration

Nonprofit Leadership

Social Justice

Master of Arts in Education

Curriculum and Instruction

Educational Leadership

Master of Arts in TESOL (Teaching English to Speakers of Other Languages)

Doctor of Education in Organizational Leadership and Development

MASTER OF BUSINESS ADMINISTRATION

The Master of Business Administration (M.B.A) is an accelerated 20-22 month program that is offered in two formats: blended (traditional classroom environment with online components) and online. Students develop leadership skills based on Christ-centered principles in operations, finance, statistics and accounting, organizational behavior, marketing, and strategy. These five essential disciplines will help students to develop the distinctively competitive knowledge, skills, and abilities needed in the 21st century global business environment, along with practical management skills. This degree program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Admission Requirements

- A completed application and non-refundable \$25 application fee
- An official transcript verifying a baccalaureate degree from a U.S. regionally accredited college/university or equivalent. Cornerstone University graduates need not request a Cornerstone University transcript. Official graduate transcripts from other schools are required only if course work will be transferred to meet program or course requirements.

For individuals with one+ years of work experience:

- A minimum grade-point average of 2.7 in undergraduate course work at the institution from which the baccalaureate degree was received. Students not meeting this requirement may submit a written request to the admissions committee for acceptance to the graduate program explaining why they believe they can succeed in a master's program, and submit a written essay per instructions provided by the enrollment counselor.
- Two letters of recommendation on forms provided. These forms should be completed by persons qualified to judge the applicant's professional expertise, character and capacity for graduate-level study. One letter should be from the applicant's current employer (an individual with a supervisory or managerial relationship to the applicant) and one from an individual who can comment on the applicant's academic ability.
- A professional resume demonstrating a minimum of one year of continuous full-time work

For individuals with less than one year work experience:

- A minimum GPA of 3.0 in undergraduate work at the institution from which the baccalaureate degree was received. Students with a GPA less than 3.0 but at 2.7 or higher, may submit a written request to the admissions committee for acceptance to the graduate program explaining why they believe they can succeed in a master's program and submit a written essay per instructions provided by the enrollment counselor.
- Two letters of recommendation on forms provided. These forms should be completed by persons qualified to judge the applicant's professional expertise, character and capacity for graduate level study. One letter should be from the applicant's current employer (an individual with a supervisory or managerial relationship to the applicant) and one from an individual who can comment on the applicant's academic ability.
- A professional resume demonstrating current full-time employment

In addition:

- A maximum of two courses (500 or higher course number) may be transferred to Cornerstone. Transfer courses must have been completed within the last seven years and deemed equivalent to a course in the program. If a three-credit course is deemed equivalent for a four-credit course, the student will be allowed to transfer an additional course to make up for the credit hour difference.
- Students whose primary language is not English must achieve a minimum TOEFL score of 577 (paper-based test), 233 (computer-based test), 90-91 (internet-based test) or a minimum IELTS score of 7.0 and have the results submitted to Cornerstone University.

Additional Program Information

Change of Degree Program

If a student wishes to change his or her program, he/she may do so by completing an *Application for Program Change*. Students are required to complete all courses for the degree, which are not duplicated from the previous program.

Graduation Requirements

- Completion of the master's program curriculum with a cumulative grade-point average of 3.0 or higher. Any course with a grade of less than a C- will not count toward graduation and must be repeated
- Payment of all tuition and fees
- Completion of all degree requirements within five years of beginning the program
- Graduation application to the registrar's office filed no later than November 1 for December graduates and no later than February 1 for May/August graduates
- A minimum of 24 semester hours necessary for graduation must be completed at Cornerstone

Student Learning Outcomes

The Master of Business Administration curriculum is designed to enable students to:

- I. Demonstrate **Specialized Knowledge** of and proficiency in the terminology, theories, concepts, practices, and skills specific to business administration in the 21st century workforce. In accomplishing this objective, students will be able to:
 - Demonstrate knowledge of the core business disciplines of economics, accounting, finance, statistics, marketing, organizational behavior, and entrepreneurship.
 - Exhibit knowledge of a specialized disciplinary concentration within business administration.
- II. **Applied Knowledge and Collaborative Learning** – Students will exhibit competency in applying their knowledge to address real-life business problems through both individual and group effort. At the end of this program, students will be able to:
 - Demonstrate emotional intelligence and personal management skills germane to the needs of 21st century business employers.
 - Collaborate with others in achieving shared objectives of the business administration program.
 - Exhibit business writing and speaking skills desired by employers in the 21st century workplace.
- III. **Intellectual Skills**
Students will demonstrate their ability to integrate traditional and normative skills expected of students in the liberal arts tradition, including analytical skills, information literacy, quantitative competency, and communication fluency.
 - Provides evidence (through papers, projects, notebooks, computer files or catalogues) of contributing to, expanding, evaluating or refining the information base within the field of study.
 - Articulates and undertakes appropriate applications of quantitative methods, concepts and theories in a field of study related to business, leadership or management.
 - Creates sustained, coherent arguments or explanations synthesizing work of others in an area related to business, leadership or management.
- IV. **Civic & Global Engagement**
Students will demonstrate intercultural competence in addressing civic, social, environmental, and economic issues within the 21st century business workplace.
 - Demonstrate the ability to explain a significant civic, social, environmental or economic issue that has local, national and global significance from multiple perspectives.
 - Appraise the complexity of an issue by providing diverse interpretations drawn from relevant scholarly research.

V. Biblical Worldview Integration and Action

Students will articulate a Christ-centered worldview to include its personal, professional, and communal embodiment through Christian virtues.

- Examine a biblical worldview about an issue of professional significance with supporting evidence from Scripture.
- Evaluate the strengths and weaknesses of a biblical worldview in relation to a specific issue of professional significance using relevant scholarly resources.
- Construct their current understanding of biblical worldview about current or future vocation using relevant scholarly resources.

Required Courses

| Courses | Credits | Weeks |
|----------------------------------------------------------------|---------|-------|
| BUS-505 Research Methods..... | 3 | 7 |
| BUS-503 Ethics, Values and Social Responsibility | 3 | 6 |
| BUS-507 Quantitative Analysis..... | 3 | 7 |
| MGT-531 Organizational Behavior and Change..... | 3 | 6 |
| ACC-525 Accounting for Decision Making | 4 | 8 |
| FIN-643 Managerial Finance (Prerequisite: ACC-525) | 4 | 8 |
| MKT-651 Marketing Strategies | 3 | 6 |
| ECN-530..... Economics..... | 3 | 6 |
| MGT-539..... Entrepreneurship and Innovation | 3 | 6 |
| Core Courses | 29 | 60 |
| Concentration Courses (choose one concentration) | 9 | 18 |
| Total | 38 | 78 |

M.B.A. Program Concentrations

In addition to taking the eight core courses, M.B.A. students will also choose a concentration in one of four relevant industries: Finance, Global Business, Health Care or Project Management. Each concentration, which consists of four courses, is offered fully online in January and July/August and will be taken any time after students have completed their fifth required course. Additional information for each concentration is included on the following page.

FINANCE CONCENTRATION

The Finance concentration supplements the foundational business knowledge provided in the M.B.A. program with further instruction and practical application in risk management, financial planning, global policy issues and financial contracts. Students are prepared to pursue vocations in areas such as corporate finance, insurance, banking, securities management and financial consulting.

| Required Courses | Credits | Weeks |
|-------------------------------------------------------------------|---------|-------|
| FIN-645 Advanced Managerial Finance (Prerequisite: FIN-643) | 3 | 6 |
| FIN-646 Global Finance (Prerequisite: FIN-645)..... | 3 | 6 |
| FIN-647 Entrepreneurial Finance (Prerequisite: FIN-646)..... | 3 | 6 |
| Total | 9 | 18 |

GLOBAL BUSINESS CONCENTRATION

The Global Business concentration offers students in-depth, practical instruction in the issues affecting the globalized marketplace of the 21st century. Included in this concentration is a global trip, with an added cost. Students are prepared to pursue global business careers in fields such as international relations, banking, consulting and non-profit management.

Students will be enrolled in BUS-511 upon admission to the Global M.B.A. Concentration. Students may opt out of BUS-511 (and the accompanying global trip), taking BUS-516 instead (with NO global trip) by contacting their advisor at the beginning of the program and no later than four months (120 days) from their global trip date. Students will be given a scheduled break from BUS-511 and enrolled in BUS-516 by completion of a drop-in form.

| Required Courses | Credits | Weeks |
|------------------------------------------------------------------|---------|-------|
| BUS-509 International Business Practices | 3 | 6 |
| ECN-513 Global Economic Environment (Prerequisite: ECN-530)..... | 3 | 6 |

| | | | |
|----------------------------------------------|---------------------------------|--------|----|
| *BUS-516 | Global Business Experience..... | 3..... | 6 |
| *Students may substitute BUS-511 for BUS-516 | | | |
| | Total..... | 9..... | 18 |

HEALTH CARE CONCENTRATION

The Health Care concentration, utilizing a cutting edge curriculum created in conjunction with health care administrators, provides leadership development for clinicians while equipping the business-trained administrator with key competencies required in a health care setting. Students are prepared to pursue careers in areas such as hospital administration, practice management and health insurance administration.

| Required Courses | | Credits | Weeks |
|------------------|-----------------------------------------------------------------------|---------|-------|
| MGT-534 | Operations and Quality Outcomes Management..... | 3..... | 6 |
| BUS-504 | Ethical, Legal and Regulatory Issues for Health Care | 3..... | 6 |
| MGT-697 | Applied Health Care Project (Prerequisites: MGT-534 and BUS-504)..... | 3..... | 6 |
| | Total..... | 9..... | 18 |

PROJECT MANAGEMENT CONCENTRATION

The Project Management concentration provides further instruction and practical application in project design, resource management, risk management, principles of effective communication and quality assurance. Students are prepared to pursue careers in areas such as product development, construction management and consulting.

| Required Courses | | Credits | Weeks |
|------------------|-----------------------------------------------------------------|---------|-------|
| BUS-530 | Fundamentals of Project Management | 3..... | 6 |
| BUS-531 | Cost, Quality and Team Management (Prerequisite: BUS-530)..... | 3..... | 6 |
| BUS-532 | Communications and Risk Management (Prerequisite: BUS-531)..... | 3..... | 6 |
| | Total..... | 9..... | 18 |

PGS & Cornerstone University Traditional Undergraduate Articulation Agreements

Cornerstone University has established a special agreement for traditional undergraduate students who wish to earn their master’s degree through the CU Professional & Graduate Studies unit of the university. Students can earn their M.B.A. degree with one year of additional study upon graduation from their undergraduate program in this “4+1” agreement. Interested students should contact their undergraduate advisor or the PGS enrollment office at (800) 947-2382 for more information.

Bachelor’s degree – M.B.A. degree

Program Description

The B.S./M.B.A. advanced standing agreement is a policy designed to prepare students to advance their skills and excel as leaders in the global marketplace. The B.S./M.B.A. advanced standing policy requires the successful completion of 158 credit hours, including 120 credit hours at the undergraduate level, 13 hours of advanced standing credit from courses taken at the undergraduate level that count for graduate credit and then 25 credits at the graduate level as part of the M.B.A. (see course substitutions below). At least 50% of the credits earned for the master’s degree must be completed at the graduate level.

Admissions Requirements

- Completed application accompanied by a \$25 application fee
- Have earned a bachelor’s degree within the past seven years from Cornerstone University’s Traditional Undergraduate Business Division with a minimum 3.0 GPA
- Submit two letters of recommendation per required guidelines
- A recommendation letter from academic advisor at Cornerstone
- To receive credit for the advance standing courses in the M.B.A., students must have earned a “B” or higher in undergraduate courses taken at Cornerstone University or transferred from approved

institutions that count as graduate credit. Advanced standing will not be granted for undergraduate credits earned through testing.

Graduation Requirements

- Completion of the B.S. & M.B.A. course requirements with grade-point averages based on current catalog requirements for both degrees

Current Required Core Courses in M.B.A.

| Courses | | Credits | Weeks |
|---------|--------------------------------------------------------------|---------|-------|
| BUS-505 | Research Methods..... | 3..... | 7 |
| BUS-503 | Ethics, Values and Social Responsibility | 3..... | 6 |
| BUS-507 | Quantitative Analysis..... | 3..... | 7 |
| MGT-531 | Organizational Behavior and Change..... | 3..... | 6 |
| ACC-525 | Accounting for Decision Making..... | 4..... | 8 |
| FIN-643 | Managerial Finance (Prerequisite: ACC-525)..... | 4..... | 8 |
| MKT-651 | Marketing Strategies..... | 3..... | 6 |
| ECN-530 | Economics | 3..... | 6 |
| MGT-539 | Entrepreneurship and Innovation | 3..... | 6 |
| | Core Courses..... | 29..... | 60 |
| | Concentration Courses (choose one concentration below)9..... | | 18 |
| | Total..... | 38..... | 78 |

Required Core Courses for B.S. to M.B.A. Students (Taken June – Dec)

| Courses | | Credits | Weeks |
|---------|------------------------------------------------|---------|-------|
| BUS-505 | Research Methods..... | 3..... | 7 |
| BUS-503 | Ethics, Values and Social Responsibility | 3..... | 6 |
| FIN-643 | Managerial Finance | 4..... | 8 |
| MGT-539 | Entrepreneurship and Innovation | 3..... | 6 |

PGS Courses and TRAD Equivalents for Which 4+1 Students Receive Advance Standing Credit

| | | | |
|---------|---------------------------------------------------------------------|--------|---|
| ECN-530 | Economics | 3..... | 6 |
| | Undergraduate ECN-221 and 222 substitute for this M.B.A. course | | |
| ACC-525 | Accounting for Decision-Making | 4..... | 8 |
| | Undergraduate ACC-221 and 222 substitute for this M.B.A. course | | |
| MKT-651 | Marketing Strategies..... | 3..... | 6 |
| | Undergraduate MKT-251 and BUS-211 substitute for this M.B.A. course | | |
| MGT-531 | Organizational Behavior and Change..... | 3..... | 6 |
| | Undergraduate MGT-335 substitutes for this M.B.A. course | | |

Students Then Choose One of Four Concentrations (Taken January – June)

FINANCE

| Courses | | Credits | Weeks |
|---------|----------------------------------------------------------|---------|-------|
| FIN-645 | Advanced Managerial Finance (Prerequisite: FIN-643)..... | 3..... | 6 |
| FIN-646 | Global Finance (Prerequisite: FIN-645)..... | 3..... | 6 |
| FIN-647 | Entrepreneurial Finance (Prerequisite: FIN-646)..... | 3..... | 6 |

GLOBAL BUSINESS

| | | | |
|--------------------|---------------------------------------------------------|--------|---|
| BUS-509 | International Business Practices..... | 3..... | 6 |
| ECN-513 | Global Economic Environment (Prerequisite ECN-530)..... | 3..... | 6 |
| BUS-511 or BUS-516 | Global Business Experience..... | 3..... | 6 |

(All concentration courses, except BUS-511 must be taken in the M.B.A program)

(ECN-215, BUS-215 (study abroad) or IDS-315 (Global Experience) would substitute for BUS-511 for global business concentration students)

HEALTH CARE

| | | | |
|---------|------------------------------------------------------------------------|--------|---|
| MGT-534 | Operations and Quality Outcomes Management..... | 3..... | 6 |
| BUS-504 | Ethical, Legal and Regulatory Issues for Health Care | 3..... | 6 |
| MGT-697 | Applied Health Care Project (Prerequisites: MGT-532 and BUS-504) | 3..... | 6 |

PROJECT MANAGEMENT

| | | | |
|---------|-----------------------------------------------------------------|--------|---|
| BUS-530 | Fundamentals of Project Management | 3..... | 6 |
| BUS-531 | Cost, Quality and Team Management (Prerequisite: BUS-530)..... | 3..... | 6 |
| BUS-532 | Communications and Risk Management (Prerequisite: BUS-531)..... | 3..... | 6 |

MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP

The Master of Arts in Organizational Leadership is a graduate level academic program designed to integrate leadership development theory and research for practical solutions to workplace problems. This program provides instruction within foundational disciplines such as strategic leadership, organizational decision-making, human resources and conflict management. Students are prepared to successfully work with and lead people in diverse organizational environments. This degree program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Admission Requirements

- A completed application and non-refundable \$25 application fee
- An official transcript verifying a baccalaureate degree from a U.S. regionally accredited college/university or equivalent. Cornerstone University graduates need not request a Cornerstone University transcript. Official graduate transcripts from other schools are required only if course work will be transferred to meet program or course requirements.

For individuals with one+ years of work experience:

- A minimum grade-point average of 2.7 in undergraduate course work at the institution from which the baccalaureate degree was received. Students not meeting this requirement may submit a written request to the admissions committee for acceptance to the graduate program explaining why they believe they can succeed in a master's program and submit a written essay per instructions provided by the enrollment counselor.
- Two letters of recommendation on forms provided. These forms should be completed by persons qualified to judge the applicant's professional expertise, character and capacity for graduate-level study. One letter should be from the applicant's current employer (an individual with a supervisory or managerial relationship to the applicant) and one from an individual who can comment on the applicant's academic ability.
- A professional resume demonstrating a minimum of one year of continuous full-time work

For individuals with less than one year work experience:

- A minimum GPA of 3.0 in undergraduate work at the institution from which the baccalaureate degree was received. Students with a GPA less than 3.0 but at 2.7 or higher, may submit a written request to the admissions committee for acceptance to the graduate program explaining why they believe they can succeed in a master's program and submit a written essay per instructions provided by the enrollment counselor.
- Two letters of recommendation on forms provided. These forms should be completed by persons qualified to judge the applicant's professional expertise, character and capacity for graduate level study. One letter should be from the applicant's current employer (an individual with a supervisory or managerial relationship to the applicant) and one from an individual who can comment on the applicant's academic ability.
- A professional resume demonstrating current full-time employment

In addition,

- A maximum of two courses (500 or higher course number) may be transferred to Cornerstone. Transfer courses must have been completed within the last seven years and deemed equivalent to a course in the program.
- Students whose primary language is not English must achieve a minimum TOEFL score of 577 (paper-based test), 233 (computer-based test), 90-91 (internet-based test) or a minimum IELTS score of 7.0 and have the results submitted to Cornerstone University.

Additional Program Information

Change of Degree Program

If a student wishes to change his or her program, he/she may do so by completing an *Application for Program Change*. Students are required to complete all courses for the degree, which are not duplicated from the previous program.

Graduation Requirements

- Completion of the master's program curriculum with a cumulative grade-point average of 3.0 or higher. Any course with a grade of less than a C- will not count toward graduation and must be repeated
- Payment of all tuition and fees
- Completion of all degree requirements within five years of beginning the program
- Graduation application to the registrar's office filed no later than November 1 for December graduates and no later than February 1 for May/August graduates
- A minimum of 24 semester hours necessary for graduation must be completed at Cornerstone

Student Learning Outcomes

The **Master of Arts in Organizational Leadership** curriculum is designed to enable students to:

- I. **Specialized Knowledge**- Students will demonstrate knowledge of and proficiency in the terminology, theories, concepts, practices and skills specific to the field of organizational leadership. In accomplishing this objective, students will be able to:
 - Synthesize leadership theories, concepts, and research that apply to everyday work relevant to managers, leaders, administrators, and supervisors in the 21st century organizations.
 - Analyze effective problem solving and decision making models in organizational leadership.
 - Explain the role of psychological and personality influences on leadership behavior. Appraise current issues related to organizational leadership, management, and administration.
- II. **Applied Knowledge and Collaborative Learning** – Students will exhibit competency in applying their knowledge to address real-life problems through both individual and group effort. At the end of this program, students will be able to:
 - Demonstrate emotional intelligence and personal management skills germane to the needs of 21st century organizational leadership.
 - Collaborate with others in achieving shared objectives of the organizational leadership program.
- III. **Intellectual Skills** - Cornerstone students will demonstrate their ability to integrate both traditional and non-traditional cognitive skills, including analytical inquiry, information literacy, quantitative fluency and communicative fluency.
 - Locate, evaluate, incorporate & properly cite multiple information resources in different media.
 - Use quantitative information in support of the argument or purpose of the work.
 - Exhibit business writing and speaking skills desired by employers in the 21st century workplace.
 - Use knowledge of empirical and theoretical research to solve 21st century business issues, challenges and problems.
- IV. **Civic & Global Engagement**

Cornerstone students will demonstrate intercultural competence in addressing civic, social, environmental and economic issues. They will:

- Describe a significant civic, social, environmental or economic issue that has local, national and global significance.
- Analyze the complexity of an issue by providing diverse interpretations drawn from multiple sources.
- Evaluate the strengths and weaknesses of options presented to address an issue that has local, national and global significance.

V. Biblical Worldview Integration

Cornerstone students will be able to articulate a Christ-centered worldview and its personal, professional and communal embodiment through Christian values. They will:

- Describe a biblical worldview in relation to an issue of professional significance.
- Evaluate the strengths and weaknesses of a biblical worldview in relation to a specific issue of professional significance.
- Examine their current understanding of biblical worldview in relation to current or future vocation.

Required Courses

| Courses | | Credits | Weeks |
|---------|-------------------------------------------------------------------------------|---------|-------|
| BUS-505 | Research Methods | 3 | 7 |
| MGT-532 | Organizational Leadership..... | 3 | 6 |
| MGT-531 | Organizational Behavior and Change | 3 | 6 |
| MGT-542 | Organizational Decision-Making | 3 | 6 |
| MGT-536 | Managing and Maximizing Diversity | 3 | 6 |
| MGT-543 | Team Leadership and Conflict Management | 3 | 6 |
| BUS-661 | Business Law for Managers, Supervisors and Organizational Leaders | 3 | 6 |
| MGT-638 | Human Resource Leadership | 3 | 6 |
| MGT-640 | Employee Development and Performance Management | 3 | 6 |
| FIN-644 | Budgeting and Financial Resource Management | 3 | 6 |
| MGT-639 | Strategic Leadership | 3 | 6 |
| MGT-540 | Organizational Leadership Capstone (Prerequisites: All previous courses)..... | 3 | 6 |
| | Total | 36 | 73 |

MASTER OF ARTS IN EDUCATION

The Master of Arts in Education is a graduate level academic program that is offered in a completely online format to equip K-12 teachers and administrators. Students select an area of specialization in either curriculum & instruction or in educational leadership. The program is designed to meet the Michigan Department of Education standards for building-level administrators (educational leadership concentration). The Master of Arts in Education - Educational Leadership degree program is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Admission Requirements

- A completed application and non-refundable \$25 application fee
- An official transcript verifying a baccalaureate degree from a U.S. regionally accredited college/university or equivalent. Cornerstone University graduates need not request a Cornerstone University transcript. Official graduate transcripts from other schools are required only if course work will be transferred to meet program or course requirements.
- A minimum grade-point average of 3.0 in undergraduate course work at the institution from which the baccalaureate degree was received. Students not meeting this requirement may submit a written request to the admissions committee for acceptance to the graduate program explaining why they believe they can succeed in a master's program.
- Two letters of recommendation on forms provided. These forms should be completed by professional educators qualified to judge the applicant's professional expertise, character and capacity for graduate-level study.
- A copy of teacher's certification document
- A minimum of one year of successful classroom teaching experience (not to include student teaching). In order for an exception to be granted, perspective students not meeting the one year requirement must provide evidence of significant educational experience with children which will be reviewed by the program dean.

In addition:

- A maximum of two courses (500 or higher course number) may be transferred to Cornerstone. A course to be transferred must have been completed within the last seven years.
- Students whose primary language is not English must achieve a minimum TOEFL score of 577 (paper-based test), 233 (computer-based test), 90-91 (internet-based test) or a minimum IELTS score of 7.0 and have the results submitted to Cornerstone University.

Additional Program Information

Master's Project

A master's project addressing the areas of curriculum development, research and leadership concludes the program.

Graduation Requirements

- Completion of the master's program curriculum with a GPA of 3.0 or higher. Any course with a grade of less than a C- will not count toward graduation and must be repeated.
- Payment of all tuition and fees
- Completion of all degree requirements within five years of beginning the program
- Graduation application to the registrar's office filed no later than November 1 for December graduates and no later than February 1 for May/August graduates
- A minimum of 24 semester hours necessary for graduation must be completed at Cornerstone

Student Learning Outcomes

I. *Specialized Knowledge*

Students will demonstrate knowledge of and proficiency in the terminology, theories, concepts, practices, and skills specific to the field of education.

- Identify the major theories and terminology relevant to the study of K-12 education.
- Articulate approaches to curriculum development, assessment of learning, and instructional theory.
- Demonstrate knowledge of using technology effectively in K-12 education.
- Analyze the current issues related to K-12 education.
- Exhibit knowledge of educational leadership within the K-12 setting.

II. *Applied Knowledge and Collaborative Learning*

Students will exhibit competency in applying their knowledge to address real-life problems through both individual and group effort.

- Demonstrate professional skills appropriate to the degree program.
- Provide evidence of the ability to collaborate with others in achieving shared objectives.
- Exhibit communication skills, both in written and oral forms, appropriate for their professional field.
- Apply research to addressing issues in professional educational practice.

III. *Intellectual Skills*

Students will demonstrate their ability to integrate both traditional and non-traditional cognitive skills, including analytical inquiry, information literacy, quantitative fluency and communicative fluency.

IV. *Civic & Global Engagement*

Students will demonstrate intercultural competence in addressing civic, social, environmental and economic issues. This will include issues related to multicultural education, understanding diversity and developing cultural awareness in teaching and learning.

V. *Biblical Worldview Integration*

Students will be able to articulate a Christ-centered worldview and its personal, professional and communal embodiment through Christian virtues. In particular, students will demonstrate understanding of the integration of Christian worldview and education.

Required Courses

| Courses | | Credits | Weeks |
|----------------|-------------------------------------------------------|----------------|--------------|
| EDU-511 | Issues in Education..... | 3 | 7 |
| EDU-573 | Technology | 3 | 7 |
| EDU-522 | Curriculum, Assessment and Instructional Theory | 3 | 7 |
| EDU-553 | Research..... | 3 | 7 |
| EDU-593 | Master’s Project A..... | 2 | 4 |
| EDU-566* | Reading Diagnostic Tools and Remediation..... | 3 | 7 |
| EDU-524 | Community Building and Educational Leadership | 3 | 7 |
| EDU-595† | Master’s Project B | 3 | 4 |
| | Core Courses | 23/20 | 50/43 |

| | | |
|--------------------------------------------------------------|------------|-------|
| Concentration Courses (choose one concentration below) | 12/15..... | 28/35 |
| Total | 35 | 78 |

*Course is not required for Educational Leadership M.A.Ed.

†Course is evaluated as credit or no credit.

Master of Arts in Education Program Concentrations

The Master of Arts in Education offers two concentrations for today’s educators: Curriculum & Instruction and Educational Leadership.

CURRICULUM AND INSTRUCTION CONCENTRATION

The Curriculum and Instruction concentration is designed to prepare current educators to deliver advanced classroom instruction for a wide range of student learning styles, motivation and abilities. The concentration provides students with the knowledge and skills to write curricula, provide differentiated instruction, assess student success, and utilize technology in the educational setting. Students are prepared to advance their careers in classroom instruction and curriculum development.

| Required Courses | | Credits | Weeks |
|------------------|------------------------------------------------------------------------|----------|-------|
| EDU-513 | Student Motivation and Behavior | 3 | 7 |
| EDU-521 | Instructional Strategies for Diverse Classrooms..... | 3 | 7 |
| EDU-525 | Assessment for K-12 Students..... | 3 | 7 |
| EDU-527 | Instructional Strategies for Students with Learning Disabilities | 3 | 7 |
| | Total | 12 | 28 |

EDUCATIONAL LEADERSHIP CONCENTRATION

The Educational Leadership concentration is designed to prepare participants for administrative leadership within the K-12 educational environment. This concentration emphasizes current issues related to leadership, supervision, finance, assessment, law and program development.

| Required Courses | | Credits | Weeks |
|------------------|----------------------------------------------|----------|-------|
| EDU-695 | Educational Leadership Internship | 3 | 7 |
| EDU-531 | Organizational Leadership..... | 3 | 7 |
| EDU-533 | Educational Supervision and Evaluation | 3 | 7 |
| EDU-535 | Educational Finance | 3 | 7 |
| EDU-537 | Educational Law and Ethics..... | 3 | 7 |
| | Total | 15 | 35 |

MASTER OF PUBLIC ADMINISTRATION

The Master of Public Administration (MPA) is a graduate level academic program with concentrations in nonprofit leadership and social justice. Offered in an online format with live class sessions, courses emphasize the philosophy and strategy for nonprofit leadership and proficiency to effectively oversee people, resources, and nonprofit organizations. Contemporary justice issues will be identified and analyzed from a multidisciplinary perspective. Students will be equipped to work in a variety of agencies and nonprofit organizations.

Admission Requirements

- A completed application and non-refundable \$25 application fee
- An official transcript verifying a baccalaureate degree from a U.S. regionally accredited college/university or equivalent. Cornerstone University graduates need not request a Cornerstone University transcript. Official graduate transcripts from other schools are required only if course work will be transferred to meet program or course requirements. For individuals with one+ years of work experience.
- A minimum grade-point average of 2.7 in undergraduate course work at the institution from which the baccalaureate degree was received. Students not meeting this requirement may submit a written request to the admissions committee for acceptance to the graduate program explaining why they believe they can succeed in a master's program and submit a written essay per instructions provided by the enrollment counselor.
- Two letters of recommendation on forms provided. These forms should be completed by persons qualified to judge the applicant's professional expertise, character and capacity for graduate-level study. One letter should be from the applicant's current employer (an individual with a supervisory or managerial relationship to the applicant) and one from an individual who can comment on the applicant's academic ability.
- A professional resume demonstrating a minimum of one year of continuous full-time work.
- For individuals with less than one year work experience: a minimum GPA of 3.0 in undergraduate work at the institution from which the baccalaureate degree was received. Students with a GPA less than 3.0 but at 2.7 or higher, may submit a written request to the admissions committee for acceptance to the graduate program explaining why they believe they can succeed in a master's program and submit a written essay per instructions provided by the enrollment counselor. Two letters of recommendation on forms provided. These forms should be completed by persons qualified to judge the applicant's professional expertise, character and capacity for graduate-level study. One letter should be from the applicant's current employer (an individual with a supervisory or managerial relationship to the applicant) and one from an individual who can comment on the applicant's academic ability. A professional resume demonstrating current full-time employment.

In addition:

- A maximum of two courses (500 or higher course number) may be transferred to Cornerstone. A course to be transferred must have been completed within the last seven years and deemed equivalent to a course in the program.
- Students whose primary language is not English must achieve a minimum TOEFL score of 577 (paper-based test), 233 (computer-based test), 90-91 (internet-based test) or a minimum IELTS score of 7.0 and have the results submitted to Cornerstone University.

Additional Program Information

Change of Degree Program

If a student wishes to change his or her program, he/she may do so by completing an Application for Program Change. Students are required to complete all courses for the degree, which are not duplicated from the previous program.

Graduation Requirements

- Completion of the master’s program curriculum with a cumulative GPA of 3.0 or higher. Any course with a grade of less than a C- will not count toward graduation and must be repeated.
- Payment of all tuition and fees.
- Completion of all degree requirements within five years of beginning the program.
- Graduation application to the registrar’s office filed no later than November 1 for December graduates and no later than February 1 for May/August graduates.
- A minimum of 24 semester hours necessary for graduation must be completed at Cornerstone University.

Student Learning Outcomes

I. *Specialized Knowledge*

Students will demonstrate knowledge of and proficiency in the terminology, concepts, practices, and skills specific to the field of public administration.

- Demonstrate knowledge of the core theories, principles, and practices specific to nonprofit leadership/social justice.
- Analyze approaches to effectively address issues related to nonprofit organizations/social justice.
- Articulate a philosophy of organizational leadership for leading organizations.
- Evaluate organizational structures and behavior for leading nonprofit organizations.

II. *Applied Knowledge and Collaborative Learning*

Students will exhibit competency in applying their knowledge to address real-life problems through both individual and group effort.

- Demonstrate the ability to apply theories and concepts for nonprofit leadership/social justice.
- Exhibit communication skills that prepare students to be successful nonprofit employees and leaders.

III. *Intellectual Skills*

Students will demonstrate their ability to integrate traditional and normative skills including analytical skills, information literacy, quantitative competency, and communication fluency.

IV. *Civic & Global Engagement*

Students will demonstrate intercultural competence in addressing civic, social, environmental and economic issues within public administration.

V. *Biblical Worldview Integration*

Students will articulate a Christ-centered worldview to include its personal, professional and communal embodiment through Christian virtues.

Required Courses

| Core Courses | | Credits | Weeks |
|--------------|-------------------------------------|---------|-------|
| PAD-501 | Foundations of Public Policy | 3 | 7 |
| PAD-503 | Organizational Leadership | 3 | 7 |
| PAD-505 | Diversity, Equity & Inclusion | 3 | 7 |
| PAD-601 | Research Methods..... | 3 | 7 |
| PAD-603 | Organizational Behavior..... | 3 | 7 |

| | | | |
|---------|-------------------------------------------------------------|----|----|
| NPL-601 | Financial Management | 3 | 7 |
| | Core Courses | 18 | 42 |
| | Concentration Courses (choose one concentration below)..... | 18 | 50 |
| | Total | 36 | 92 |

Master of Public Administration Program Concentrations

Students select one of two concentrations: Nonprofit Leadership or Social Justice.

NONPROFIT LEADERSHIP CONCENTRATION

| Courses | | Credits | Weeks |
|---------|-----------------------------------------------------------|---------|-------|
| NPL-501 | Nonprofit Strategic Leadership | 3 | 7 |
| NPL-503 | Marketing and Outreach | 3 | 7 |
| NPL-505 | Human Resource Management | 3 | 7 |
| NPL-603 | Advancement and Fundraising | 3 | 7 |
| NPL-607 | Governance: Boards and Structures | 3 | 7 |
| NPL-790 | Capstone: Assessment, Planning and Change Management..... | 3 | 15 |
| | Total | 18 | 50 |

SOCIAL JUSTICE CONCENTRATION

| Courses | | Credits | Weeks |
|---------|-------------------------------------------------|---------|-------|
| BBL-509 | Biblical Theology of Justice | 3 | 7 |
| BBL-519 | American Christianity and Biblical Justice..... | 3 | 7 |
| IDS-642 | Contemporary Issues in Social Justice I..... | 3 | 7 |
| IDS-643 | Contemporary Issues in Social Justice II..... | 3 | 7 |
| IDS-660 | Cultural Intelligence..... | 3 | 7 |
| NPL-791 | Social Justice Capstone..... | 3 | 15 |
| | Total | 18 | 50 |

MASTER OF ARTS IN TESOL

The Master of Arts in Teaching English to Speakers of Other Languages (TESOL) is a graduate level academic program designed to equip students with the knowledge and skills to teach English to speakers of other languages in both local and international environments. Courses emphasize the practical aspects of teaching and ministry in a cross-cultural setting. Students may select one of four concentrations, with the option to earn a microcredential in Second Language Writing Instruction, Culturally and Linguistically Responsive Teaching, or Academic Coaching. Students are prepared to work in areas such as education, curriculum development, program administration, business, healthcare and cross-cultural ministry.

Admission Requirements

- A completed application and non-refundable \$25 application fee
- An official transcript verifying a baccalaureate degree from a U.S. regionally accredited college/university or equivalent. Cornerstone University graduates need not request a Cornerstone University transcript. Official graduate transcripts from other schools are required only if course work will be transferred to meet program or course requirements.
- A minimum grade-point average of 2.7 in undergraduate course work at the institution from which the baccalaureate degree was received. Students not meeting this requirement may submit a written request to the admissions committee for acceptance to the graduate program explaining why they believe they can succeed in a master's program.
- Two letters of recommendation on forms provided. These forms should be completed by persons qualified to judge the applicant's professional expertise, character and capacity for graduate level study. One letter should be from the applicant's current employer (an individual with supervisor or managerial relationship to the applicant) and one from an individual who can comment on the applicant's academic ability.
- A professional resume

In addition:

- A maximum of two courses (500 or higher course number) may be transferred to Cornerstone. A course to be transferred must have been completed within the last seven years.
- Students whose primary language is not English must achieve a minimum TOEFL score of 577 (paper-based test), 233 (computer-based test), 90-91 (internet-based test) or a minimum IELTS score of 7.0 and have the results submitted to Cornerstone University.

Additional Program Information

Online Program

This fully online format provides maximum flexibility for adult students while still creating community through the shared learning platform, Moodle. The online format does not require in-person attendance for classes but does include an orientation day offered online at the beginning of the first course.

TESOL Conferences

The PGS TESOL program encourages students to attend TESOL/ESL conferences in order to further their understanding of ESL and the professional opportunities that are available.

The following is a list of suggested TESOL conferences/information resources:

- [ESL Conference at Cornerstone University](#)
- [TESOL International Convention and Expo Center](#)
- [TESOL affiliate conference, such as a state-wide Michigan \(MITESOL\) conference](#)
- [Christian English Language Teaching \(CELT\) Conference](#)

For more conference suggestions, contact Michael Pasquale at michael.pasquale@cornerstone.edu.

Capstone Requirements

All students must complete the TESOL Capstone (LIN-594), in which students may choose between a thesis or non-thesis track. If a thesis is preferred, it should be declared early in the program so that plans can be made to help the student successfully complete the thesis within the program's time frame. In addition to the thesis project, the thesis option includes textbook readings, teaching reflection and a 20 hour teaching experience in an English as a Second Language (ESL)/English as a Foreign Language (EFL) classroom. The non-thesis option includes textbook readings, teaching reflection, teaching portfolio construction and a 60 hour teaching experience in an ESL/EFL classroom. Those with extensive ESL/EFL classroom experience may be exempt from the classroom teaching experience with approval from the TESOL program director. Practicum requirements may be done in a formal ESL/EFL classroom, regular tutoring session or a combination of the two. Students who complete the classroom experience will submit a log of teaching hours signed by a supervisor and a letter from the supervisor evaluating the teaching experience.

Graduation Requirements

- Completion of the master's program curriculum with a GPA of 3.0 or higher. Any course with a grade of less than a C- will not count toward graduation and must be repeated
- Completion of all degree requirements within five years of beginning the program
- Graduation application to the registrar's office filed no later than November 1 for December graduates and no later than February 1 for May/August graduates
- Payment of all tuition and fees
- A minimum of 24 semester hours necessary for graduation must be completed at Cornerstone

Student Learning Objectives

The Master of Arts in TESOL program is designed to enable students to achieve the following learning outcomes:

I. Specialized Knowledge

Students will demonstrate knowledge of and proficiency in the terminology, theories, concepts, practices, and skills specific to the field of TESOL.

- Identify the major theories and terminology relevant to the study of TESOL.
- Articulate approaches to curriculum development, assessment of learning, and instructional techniques for TESOL.
- Demonstrate knowledge of using technology in TESOL.
- Understand the current issues related to TESOL.
- Exhibit knowledge of the structure of languages and connections to social contexts.
- Develop materials demonstrating mastery of the essential principles of TESOL.

II. Applied Knowledge and Collaborative Learning

Students will exhibit competency in applying their knowledge to address real-life problems through both individual and group effort.

- Demonstrate professional skills appropriate to the degree program.
- Provide evidence of the ability to collaborate with others in achieving shared objectives.
- Exhibit communication skills, both in written and oral forms, appropriate for their professional field.
- Provide evidence of integrating research into addressing an issue in educational practice.

III. Intellectual Skills

Students will demonstrate their ability to integrate both traditional and nontraditional cognitive skills, including analytical inquiry, information literacy, quantitative fluency and communicative fluency.

IV. Civic & Global Engagement

Students will demonstrate intercultural competence in addressing civic, social, environmental and economic issues. This will include issues related to multicultural education, understanding diversity and developing cultural awareness in teaching and learning.

V. **Biblical Worldview Integration**

Students will be able to articulate a Christ-centered worldview and its personal, professional and communal embodiment through Christian virtues. In particular, students will demonstrate understanding of the integration of Christian worldview and TESOL education.

Required Courses

| Courses | Credits | Weeks |
|-------------------------------------------|---------|-------|
| LIN-565 TESOL Methodology I | 3 | 6 |
| LIN-525 Introduction to Linguistics | 3 | 6 |
| LIN-555 Sociolinguistics | 3 | 6 |
| LIN-556 Second Language Acquisition | 3 | 6 |
| LIN-566 TESOL Methodology II | 3 | 6 |
| LIN-568 TESOL Methodology III..... | 2 | 4 |
| LIN-557 Action Research | 3 | 6 |
| LIN 594 TESOL Capstone..... | 3 | 6 |
| Total | 23 | 46 |

Choose One of Four Concentrations

| Courses | Credits | Weeks |
|------------------------------------------------------------------|---------|-------|
| Curriculum and Instruction Concentration | | |
| SECOND LANGUAGE WRITING INSTRUCTION | | |
| LIN-571 Pedagogy of L2 Writing Instruction and Assessment* | 2 | 4 |
| LIN-572 Grammar and Vocabulary Instruction for L2 Writers*..... | 2 | 4 |
| LIN-558 Materials Development and Integration | 3 | 6 |
| LIN-559 TESOL Lab..... | 3 | 6 |
| Total | 10 | 20 |

OR

CULTURALLY AND LINGUISTICALLY RESPONSIVE TEACHING

| | | |
|-----------------------------------------------------|----|----|
| LIN-573 Culturally Responsive Teaching* | 2 | 4 |
| LIN-574 Linguistically Responsive Teaching* | 2 | 4 |
| LIN-558 Materials Development and Integration | 3 | 6 |
| LIN-559 TESOL Lab..... | 3 | 6 |
| Total | 10 | 20 |

English for Healthcare Concentration

| | | |
|-----------------------------------------------------------------|----|----|
| LIN-575 Language and Communication Skills for Healthcare* | 2 | 4 |
| LIN-576 Introduction to Academic Coaching* | 1 | 2 |
| LIN-577 Issues in Healthcare for ESL Professionals* | 1 | 2 |
| LIN-558 Materials Development and Integration | 3 | 6 |
| LIN-559 TESOL Lab..... | 3 | 6 |
| Total | 10 | 20 |

English for Business & Organizations Concentration

| | | |
|--------------------------------------------------------------------------------|---|---|
| LIN-578 Language and Communication Skills for Business and Organizations*..... | 2 | 4 |
| LIN-576 Introduction to Academic Coaching* | 1 | 2 |

| | | | |
|---------|-------------------------------------------------------|----|----|
| LIN-579 | Business and Organization English Field Praxis* | 1 | 2 |
| LIN-558 | Materials Development and Integration | 3 | 6 |
| LIN-559 | TESOL Lab..... | 3 | 6 |
| | Total | 10 | 20 |

Cross-cultural Ministry Concentration

| | | | |
|---------|----------------------------------------------------------------------|----|----|
| LIN-582 | Language and Communication Skills for Cross-Cultural Ministry* | 2 | 4 |
| LIN-576 | Introduction to Academic Coaching* | 1 | 2 |
| LIN-583 | Cross-Cultural Ministry English Field Praxis* | 1 | 2 |
| LIN-558 | Materials Development and Integration | 3 | 6 |
| LIN-559 | TESOL Lab..... | 3 | 6 |
| | Total | 10 | 20 |









*Indicates courses that are included in a microcredential

Microcredentials

Students can earn a microcredential in the following specific areas of expertise, either as part of their concentration courses in the MA TESOL program or Endorsement, or as a separate credential Academic Coaching, Second Language Writing Instruction, or Culturally ^& Linguistically Responsive Teaching. Each microcredential is 4 credits in length.

TESOL Graduate Diploma

The TESOL Graduate Diploma is for those without a teaching certificate desiring to use ESL in ministry or as a paraprofessional in the public schools. This diploma does not fulfill the requirements of an initial teaching certification.

| Required Courses ( indicates online courses) | | Credits | Weeks |
|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|---------|-------|
| LIN-501* | Issues in TESOL | 2 | 3 |
| LIN-565  | TESOL Methodology I | 3 | 5 |
| LIN-525  | Introduction to Linguistics | 3 | 6 |
| LIN-535  | Advanced English Grammar | 3 | 6 |
| LIN-555  | Sociolinguistics | 3 | 6 |
| LIN-556  | Second Language Acquisition | 3 | 6 |
| LIN-566  | TESOL Methodology II | 3 | 6 |
| LIN-594  | TESOL Capstone | 5 | 7 |
| | Total | 25 | 45 |

*Four session course available in online format

ESL Endorsement

The ESL Endorsement program is designed for certified Michigan teachers who wish to earn an endorsement to teach ESL in Michigan’s public schools. Teachers can use the knowledge gained in this program to take the English as a Second Language (ESL) 086 or similar testing for other states for their ESL endorsement.

| Required Courses | | Credits | Weeks |
|------------------|--------------------------------------------------------------------|---------|-------|
| LIN-565 | TESOL Methodology I | 3 | 6 |
| LIN-525 | Introduction to Linguistics | 3 | 6 |
| LIN-555 | Sociolinguistics | 3 | 6 |
| LIN-556 | Second Language Acquisition | 3 | 6 |
| LIN-559 | TESOL Lab..... | 3 | 6 |
| LIN 594 | TESOL Capstone..... | 3 | 6 |
| | Core Courses | 18 | 36 |
| | Micro-Credential Courses (choose one micro-credential below) | 4 | 8 |
| | Total | 22 | 44 |

Students Choose One of Two Micro-Credentials

| Courses | Credits | Weeks |
|---------------------------------------------------------------------------|---------------------------------------------------------|----------|
| Second Language Writing Instruction Micro-Credential | | |
| LIN-571 | Pedagogy of L2 Writing Instruction and Assessment | 2..... 4 |
| LIN 572 | Grammar and Vocabulary Instruction for L2 Writers | 2..... 4 |
| | Total | 4..... 8 |
| Culturally and Linguistically Responsive Teaching Micro-Credential | | |
| LIN-573 | Culturally Responsive Teaching..... | 2..... 4 |
| LIN 574 | Linguistically Responsive Teaching..... | 2..... 4 |
| | Total | 4..... 8 |

PGS & Cornerstone University Traditional Undergraduate Articulation Agreements

Cornerstone University has established a special agreement for traditional undergraduate students who wish to earn their master’s degree through the CU Professional & Graduate Studies unit of the university. Students can earn their Master of Arts in TESOL degree with one year of additional study upon graduation from their undergraduate program in this “4+1” agreement. Interested students should contact their undergraduate advisor or the PGS enrollment office at (800) 947-2382 for more information.

Bachelor’s degree (TESOL minor) – M.A. TESOL degree

Program Description

The CU-PGS M.A. TESOL advanced standing articulation agreement is designed to prepare students to gain advanced education to teach English in a variety of contexts. The agreement requires the successful completion of 147 credit hours, including 126 credit hours at the undergraduate level and 21 credits at the graduate level. Students admitted to the M.A. TESOL program under this agreement may use up to 12 credits of their undergraduate course work in their TESOL minor or Linguistics programs for required degree credit in the M.A. TESOL program (see course substitutions summarized below). In addition, students may use 3 credits from their M.A. TESOL program to count towards 3 credits of their undergraduate work. At least 50% of the credits earned for the master’s degree must be completed at the graduate level.

Admissions Requirements

- Completed application and a non-refundable \$25 application fee.
- Students whose primary language is not English must achieve a minimum TOEFL score of 577 (paper-based test) or 233 (computer-based test) or 90-91 (Internet-based test).
- A minimum grade-point average of 3.0 undergraduate course work at the institution from which the baccalaureate degree was received.
- Two letters of recommendation.
- A recommendation letter from academic advisor at Cornerstone.
- **To receive credit for the advanced standing courses in the M.A. TESOL program, students must have earned a “B” or higher in undergraduate courses that count as graduate credit.**
-

Graduate Requirements

- Completion of the bachelor’s degree (with TESOL minor) & M.A. TESOL degree course requirements with grade-point averages based on current catalog requirements for both degrees.
- Completion of all degree requirements within seven (7) years of beginning the program.

Required Courses for Bachelor’s degree (TESOL Minor)-to-M.A. TESOL Students

| Courses | Credits | Weeks |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------|
| LIN-565 ☐ (To be taken in the summer between 3 rd and 4 th year of B.A. program, or prior to bachelor’s degree completion) | | |
| TESOL Methodology I..... | 3 | 5 |
| (To be taken beginning in the summer after bachelor’s degree completion with same cohort as previous year) | | |
| LIN-566 ☐ TESOL Methodology II..... | 3 | 6 |

| | | | |
|---------|-------------------------------------------|----|----|
| LIN-568 | TESOL Methodology III..... | 2 | 4 |
| LIN-557 | Action Research | 3 | 6 |
| LIN-558 | Materials Development & Integration | 3 | 6 |
| LIN-594 | TESOL Capstone..... | 3 | 6 |
| | Total | 17 | 33 |

Courses Bachelor’s degree (TESOL Minor)-to-M.A. TESOL Students Receive Advanced Standing Credit for from TRAD degree

| | | | |
|---------|----------------------------------------------------------------------------|---|---|
| LIN-525 | Introduction to Linguistics | 3 | 6 |
| | <i>Undergraduate LIN-225 & ENG-319 substitute for this M.A. course</i> | | |
| LIN-535 | Advanced English Grammar | 3 | 6 |
| | <i>Undergraduate ENG-319 substitutes for this M.A. course</i> | | |
| LIN-555 | Sociolinguistics..... | 3 | 6 |
| | <i>Undergraduate LIN-372 substitutes for this M.A. course</i> | | |
| LIN-556 | Second Language Acquisition..... | 3 | 6 |
| | <i>Undergraduate LIN-371 substitutes for this M.A. course</i> | | |

Bachelor’s degree (TESOL Minor)-to-M.A. TESOL Students Receive Credit from PGS Degree

| | | | |
|---------|----------------------------------------------------------|---|---|
| LIN-465 | Methods of Teaching Foreign Language | 3 | 6 |
| | <i>Graduate LIN-565 substitutes for this B.A. course</i> | | |

DOCTOR OF EDUCATION

The Doctor of Education (Ed.D.) in Organizational Leadership and Development degree is intended as a “scholars of practice” program that will empower current and emerging organizational leaders to flourish as effective and strategic decision makers and influencers in education, non-profit and business. Courses are eight weeks long and are completed one at a time in an online format. Three of the courses begin with a three-day face-to-face intensive session on the Cornerstone University campus, one to start the program, another one mid-program and the final residency towards the end of the course work, prior to the project or dissertation year. The curriculum comprises 60 credits, including 13 courses (52 credits) and a capstone research project (8 credits). The final capstone project (instead of traditional dissertation) is designed for students to conduct theory-informed program evaluation or action research associated with a problem or opportunity within their jobs or industry.

Admission Requirements

- A completed application and non-refundable \$50 application fee payable to Cornerstone University
- Official academic transcripts from the regionally accredited colleges and universities where baccalaureate and master’s degrees were earned. Minimum 3.0 grade-point average required. *Cornerstone University graduates need not request a Cornerstone University transcript.*
- A professional resume or CV, demonstrating evidence of at least five years of full-time work experience
- Three recommendations from professional sources that attest to academic abilities, character and professional excellence
- Official scores from the Miller’s Analogy Test (MAT), Graduate Record Examination (GRE), or the Graduate Management Admission Test (GMAT). Test scores must be dated within the last five years.
- A 500-1,000 word Statement of Interest in the organizational leadership and development program addressing the personal and vocational aspirations for pursuing a doctoral program.
- Students whose primary language is not English must achieve a minimum TOEFL score of 577 (paper-based test), 233 (computer-based test), 90-91 (internet-based test) or a minimum IELTS score of 7.0 and have the results submitted to Cornerstone University.
- A maximum of 8 semester hours (2 courses) of previously earned and equivalent doctoral-level credit will be allowed as transfer credit, if applicable, upon receipt of official academic transcripts. The following courses cannot be transferred into the Ed.D. program: EDL-900, EDL-901, RES-910, RES-915, RES-920, and RES-925. All transfer credit must have been completed in the last seven years.

Additional Program Information

Capstone Project

The doctoral capstone project is the final academic requirement of the Ed.D. program. The capstone is designed to evaluate the candidate’s capabilities as a scholar of practice through the completion of a theory-informed, practitioner-focused, scholarly document following the action research or program evaluation model. Candidates will also be required to defend their proposal and final manuscript before a capstone project committee. Completion of the capstone must occur within seven years after starting the program. Further information is available in the Ed.D. *Organizational Leadership and Development Student Handbook*.

Graduation Requirements

- Complete the program’s core requirements, comprised of 60 credit hours including research methods, comprehensive exams, and the final project (i.e. organizational leadership and development project), with a cumulative GPA of 3.0 or higher overall and within seven years from program start date.
- Any course with a grade of less than a C will not count toward graduation and must be repeated
- Satisfy the residency requirement by attending on-site, three-day intensives during the first course (EDL-900), at the beginning of the second year (RES-910), and prior to starting the final project (RES-925)
- Payment of all tuition and fees

- Graduation application to the registrar’s office filed no later than November 1 for December graduates and no later than February 1 for May/August graduates

Student Learning Outcomes

The Doctor of Education in Organizational Leadership and Development curriculum is designed to enable students to:

- I. Demonstrate **Specialized Knowledge** of and proficiency in the terminology, theories, concepts, practices and skills specific to Organizational Leadership in the 21st century workforce. In accomplishing this objective, students will be able to:
 - Articulate a philosophy of organizational leadership and development that is theoretically and theologically informed.
 - Express a philosophy of human resource management that includes relevant legal issues and standards of good practice that enable people to flourish.
 - Demonstrate the ability to frame organizational problems, assess organizational opportunities, and determine action steps towards innovation and quality improvement.
 - Identify and explain the steps and process of credible strategic planning.
 - Exhibit understanding of the central aspects of organizational culture and the processes associated with organizational learning and change.
 - Produce original scholarship in a capstone project that helps to solve a local problem of practice within organizational leadership and development.

- II. **Applied Knowledge and Collaborative Learning** – Students will exhibit competency in applying their knowledge to address real-life organizational problems through both individual and group effort. At the end of this program, students will be able to:
 - Demonstrate emotional intelligence and personal management skills germane to the needs of 21st century organizational leadership and development.
 - Collaborate with others in achieving shared objectives of the organizational leadership and development program.
 - Exhibit business writing and speaking skills desired by employers for organizational leaders.
 - Synthesize empirical and theoretical research to solve 21st century organizational leadership issues, challenges, and problems.

- III. **Intellectual Skills**
 Students will demonstrate their ability to integrate traditional and normative skills expected of students in the liberal arts tradition, including analytical skills, information literacy, quantitative competency, and communication fluency.

- IV. **Civic & Global Engagement**
 Students will demonstrate intercultural competence in addressing civic, social, environmental, and economic issues within the 21st century business workplace.

- V. **Biblical Worldview Integration and Action**
 Students will articulate a Christ-centered worldview to include its personal, professional, and communal embodiment through Christian virtues.

Required Courses

| Courses | Credits |
|---------|------------------------------------------------------------------------------------------|
| EDL-900 | Doctoral Studies Seminar 4 |
| EDL-901 | Organizational Behavior, Theory and Leadership (Prerequisite: EDL-900)..... 4 |
| RES-905 | Research Methods, Program Evaluation and Modes of Inquiry (Prerequisite: EDL-900)..... 4 |

| | | |
|---------|-----------------------------------------------------------------------------------------------|----|
| EDL-902 | Legal Issues, Policy Leadership and Ethics (Prerequisite: EDL-900) | 4 |
| EDL-903 | Leadership, Human Resources Management and Diversity (Prerequisite: EDL-900)..... | 4 |
| RES-910 | Qualitative Inquiry and Organizational Action Research (Prerequisite: RES-905) | 4 |
| EDL-904 | Organizational Planning, Assessment and Quality Improvement (Prerequisite: EDL-900)..... | 4 |
| EDL-905 | Organizational Governance and Strategy (Prerequisite: EDL-900)..... | 4 |
| EDL-906 | Organizational Finance and Resource Management (Prerequisite: EDL-900)..... | 4 |
| EDL-907 | Organizational Marketing and Communication (Prerequisite: EDL-900) | 4 |
| EDL-908 | Organizational Culture and Change Management (Prerequisite: EDL-900) | 4 |
| RES-915 | Quantitative Research Design and Data Analysis (Prerequisite: RES-910) | 4 |
| RES-920 | Project/Research Proposal (Prerequisite: All previous courses) | 4 |
| RES-925 | Organizational Leadership and Development Project (Prerequisites: All previous courses) | 8 |
| | Total | 60 |

COURSE DESCRIPTIONS

Interpretive Aid

Course descriptions indicate the general content of the course, prerequisites for the course, delivery format, credits and length of the course. The PGS *Graduate Academic Catalog & Student Handbook* can also be found online at <https://www.cornerstone.edu/graduate/resources/>.

COURSE LEVELS

500 and 600 – Graduate

900 – Doctoral

COURSE TYPES

| | |
|-----|-------------------------------|
| ACC | Accounting |
| BBL | Exegetical/Biblical Theology |
| BUS | Business |
| ECN | Economics |
| EDU | Education |
| EDL | Org. Leadership & Development |
| FIN | Finance |
| IDS | Interdisciplinary |
| LIN | Linguistics |
| MGT | Management |
| MKT | Marketing |
| NPL | Nonprofit Leadership |
| PAD | Public Administration |
| RES | Research |

DELIVERY FORMAT

🏠 Course delivered in the classroom, may use online components.

📺 Course delivered online.

COURSE DESCRIPTION EXAMPLE

| <u>Course Type - Level</u> | <u>Course Name</u> | <u>Credits/Weeks</u> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|----------------------|
| BUS-531 | Cost, Quality and Team Management | 3/6 |
| An exploration of a variety of project management principles necessary to manage the resources of a project. Specific topics include project budgeting, cost estimation and control, quality assurance and control, acquiring, developing, and managing a project team, conflict management and negotiation skills. Prerequisite: BUS-530. 📺 | | |

ACCOUNTING

ACC-525 Accounting for Decision Making

4/8

An examination of contemporary accounting issues for managers, such as principles, techniques and uses of accounting in the planning and decision making of organizations. The use of information technology plays a key role in this course. Areas of emphasis include the budgetary process, performance evaluation techniques, product costing methods, constraint management and ethics. 📖 📐

BUSINESS

BUS-503 Ethics, Values and Social Responsibility

3/6

A theoretical and practical overview of ethics theory, values formation and ethical decision making within the context of management and leadership. Ethics and values are presented from a Judeo-Christian perspective with emphasis on workable models for ethical decision-making and social responsibility at both the professional and personal level. 📖 📐

BUS-504 Ethical, Legal and Regulatory Issues for Health Care

3/6

A study of the historical and current views of ethics and regulations of health care delivery and the impact of the regulatory environment on availability of services. Students examine principles and practical applications of ethics and laws that affect operational decisions of health care providers, health plans, third-party payers and managers. Additional topics include a discussion of the for-profit and not-for-profit delivery models. 📖 📐

BUS-505 Research Methods

3/7

An examination of research methods available for the 21st century organization and statistical concepts useful for data-driven decision making. Focus is placed on the systematic process of collecting, analyzing and interpreting research articles and data to answer a specific research question. The course will also introduce students to basic descriptive and inferential statistical tools within the context of a business related problem. 📖 📐

BUS-507 Quantitative Analysis

3/7

A study of quantitative techniques useful in business decision-making. Topics include research design, data collection, exploratory analysis, descriptive statistics, and inferential statistics: *t*-tests, analysis of variance, correlation, regression, and chi-square analysis.

BUS-509 International Business Practices

3/6

An examination of the environmental and cultural issues facing global organizations. Emphasis is given to global business operations and processes in practice. Additional issues covered include allocation of global resources, theoretical foundations surrounding global trade and financial management, and the challenges and opportunities of developing strategies for the global organization. 📖 📐

BUS-511 Global Business Experience

3/6

An examination of opportunities and conflicts facing global business and/or health care. Topics explored include elements of culture, changes in the global business and/or health care environment, as well as the effects of education, religion, customs and values on international business and/or health care organizations. The self-directed study is fulfilled by participation in an overseas trip. 📖

BUS-516 Global Business Leadership

3/6

Global Business Leadership will allow students to comprehend, apply, synthesize, analyze and evaluate concepts, models, theories and ideas related to the complexities of cultural differences within a globalized business environment. Topics will include cultural differences, cultural intelligences, the effects of culture on ethical decision-making, and Hofstede's classic model and typology of national cultures, along with critiques of this model, critiques of cultural intelligence, and what empirical research indicates about solving business problems in a multi-cultural, multi-ethnic, multi-religions society, both in the United States and internationally. 📖 📐

BUS-530 Fundamentals of Project Management

3/6

An exploration of the framework and fundamental methodologies of project management. Topics include foundational concepts such as requirements gathering, scope management, change control and time management, as well as an introduction to common tools, techniques and the process required to become a certified Project Manager. 📖

BUS-531 Cost, Quality and Team Management

3/6

An exploration of a variety of project management principle necessary to manage the resources of a project. Specific topics include project budgeting, cost estimation and control, quality assurance and control, acquiring, developing, and managing a project team, conflict management and negotiation skills. Prerequisite: BUS-530. 📖

BUS-532 Communications and Risk Management 3/6

A study of the principles of effective communication, including managing risks, issues and stakeholder expectations. Topics include the methodology for identifying, measuring and responding to risks and issues, as well as the professional and social responsibilities of project management. Prerequisite: BUS-531. 📖

BUS-661 Business Law for Managers, Supervisors and Organizational Leaders 3/6

An examination of the legal environment and its effect on business decisions and operations. Contracts, commercial and consumer law, and ethical awareness in corporate life are studied, along with guidelines for executive actions that produce a moral organizational culture. 📖

ECONOMICS

ECN-513 Global Economic Environment 3/6

A focus on the global economic environment as a basis for decision making within a global business. Topics include the impact of globalization on the economies of the United States, Europe, Asia and other world economies, exchange rate theory and political regimes. Prerequisite: ECN-530. 📖 📖

ECN-530 Economics 3/6

A study of the decision-making skills necessary for managers and entrepreneurs in the context of the macroeconomic environment and the application of microeconomic price theory as it pertains to human capital issues. Readings include essays by several Nobel prize-winning economists. Further, the course challenges students to develop a Christ-centered worldview regarding economic issues pertinent to managers. 📖 📖

EDUCATION

EDU-511 Issues in Education 3/7

An overview of the philosophy of education. The course introduces the Christ-centered worldview as it relates to education within the context of educational leadership, global issues, diversity and choice, technology, learning disabilities, literacy, curriculum, etc. Specific emphasis is placed on how issues impact decision making at the administrative and classroom levels. 📖

EDU-513 Student Motivation and Behavior 3/7

A review of current research and best practice in the areas of educational psychology, student motivation, brain research, multiple intelligences, learning styles and classroom management. The course also reviews developmental psychology concepts necessary to understanding children and adolescents. 📖

EDU-521 Instructional Strategies for Diverse Classrooms 3/7

A study of issues relating to the education of diverse populations within the classroom including socioeconomic considerations, at-risk and ethnic and racial groups. Students study issues in the context of a Christ-centered world and life view, developing plans to meet the needs of all children in the classroom. 📖

EDU-522 Curriculum, Assessment and Instructional Theory 3/7

A review of current professional organization and governmental curriculum standards. The course also provides guidance in developing objectives, assessments and strategies in working with a variety of student populations in the inclusive classroom. 📖

EDU-524 Community Building and Educational Leadership 3/7

An investigation of institutional structures (including technology), managing and creating change, administrative/teacher cooperation, teacher/teacher cooperation and community involvement. Ways to help teachers and administrators remain successful, such as stress management and conflict management, are explored. 📖

EDU-525 Assessment for K-12 Students 3/7

A study of standardized and authentic assessments used in K-12 classrooms. Students review research and interpret its contribution to the field from a Christ-centered worldview. Methods used to assess student success include consideration of educational tests and measurements, alternative assessments, portfolio assessment and performance assessments. 📖

| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------|
| EDU-527 | Instructional Strategies for Students with Learning Disabilities | 3/7 |
| A study of best-practices in remediation for students with learning disabilities. Students review research and interpret its contribution to the field from a Christ-centered worldview. Students learn teaching strategies and their relationship to cultural and linguistic differences, developing plans to meet the needs of all children in the classroom. ☐ | | |
| EDU-531 | Organizational Leadership | 3/7 |
| A focus on ways to advance the student's knowledge and competency in the area of organizational leadership with particular emphasis upon developing public relations: specifically those with parents, the community, business leaders, intermediate school districts, and county, state, national, and local governments. Additionally, various public relations strategies are considered. ☐ | | |
| EDU-533 | Educational Supervision and Evaluation | 3/7 |
| An emphasis on understanding the process of human resource management, including supervision and evaluation of staff and programs within the school system. Ways in which to improve communication, the use of technology, and opportunities to reach the diverse student body is addressed. Additionally, the role of the principal and his/her responsibilities to the community is provided. ☐ | | |
| EDU-535 | Educational Finance | 3/7 |
| An emphasis on understanding the financial principles of operating a school relating to federal, state, and local requirements. Application of Christian principles of stewardship is examined. Topics include budgeting, fund-raising, safeguards in financial management, and more. ☐ | | |
| EDU-537 | Educational Law and Ethics | 3/7 |
| An emphasis on understanding legal principles along with the origin and development of laws governing American schools at the local, state, and federal level. Consideration is given to aligning biblical standards for practice within the school. Topics include the school environment, constitutional issues, student matters, personnel guidelines and accountability. | | |
| EDU-553 | Research | 3/7 |
| A review of current best practice methods as indicated by meta-research. The course reviews data related to student achievement (local and beyond) and provides direction on how to use teacher/administrator-developed data to improve student learning. Finally, it provides a framework to use data as a basis for professional reflection. ☐ | | |
| EDU-566 | Reading Diagnostic Tools and Remediation: | 3/7 |
| An introduction to diagnostic tools and remediation strategies within the context of the differentiated instruction model. The course incorporates instruction in the following areas: interest inventories; English language learning; visual and auditory discrimination tools; language expression and processing screening; phonemics, phonics, vocabulary, fluency, comprehension, spelling, writing and writing assessment tools; and best practice instructional strategies in all areas of literacy. ☐ | | |
| EDU-573 | Technology | 3/7 |
| An emphasis on providing a conceptual framework for technology and a means of using technology as a tool in the educational setting. Administrators and teachers find ways to become leaders in the use of technology within the school. Instruction is given in the areas of using technology to facilitate inquiry-based learning, finding and developing resources, using computers in the classroom and exploring ways to use the internet as an instructional tool. ☐ | | |
| EDU-593 | Master's Project A | 2/4 |
| An identification of an area of need in the educational system that the student would like to create and develop a solution to through a master's project in EDU-595. The master's project is generally done in the area of educational leadership or curriculum development, assessment and school management, dependent on the M.A.Ed. concentration. In EDU-593, students propose a master's project and complete a literature review. Prerequisite: EDU-553. ☐ | | |
| EDU-595 | Master's Project B | 3/4 |
| A continuation of the EDU-593 master's project that fills an area of need in the educational system. Throughout the program, the student continues to refine and develop their proposal, adding useful resources in order to complete the project. The master's project is generally done in the area of educational leadership, curriculum development, assessment and school management, depending on the M.A.Ed. concentration. Prerequisite: EDU-593. ☐ | | |
| EDU-695 | Educational Leadership Internship | 3/7 |

An opportunity for a 90 plus hours internship within two different K-12 school settings, one of which is culturally diverse. Online seminars allow students to come together to solve complex educational problems and share from their internship experiences. Creation of a self-improvement plan is completed based on self-inventory results. Internship occurs simultaneously while EDU-531, EDU-533, EDU-535 and EDU-537 are taken. ☒

BIBLICAL THEOLOGY

BBL-509 Biblical Theology of Justice 3/7

This course will aid students in constructing and enacting a biblical theology of public justice by critically examining various hermeneutical approaches to Scripture, engaging the Bible’s vision of God’s justice in the Old and New Testaments, and discerning how this vision relates to Christian embodiment of justice in contemporary culture.

BBL-519 American Christianity and Biblical Justice 3/7

This course will explore the history of American Christianity from the perspective of a biblical theology of public justice, surveying the historical and cultural forces that have shaped the development of evangelical Christianity in America, its various conceptions of justice, and how Scripture was interpreted to address a range of public issues.

ORGANIZATIONAL LEADERSHIP AND DEVELOPMENT

EDL-900 Doctoral Studies Seminar 4/8

This course provides an orientation to the Ed.D. program and the expectations and requirements for doctoral study. Learners will focus on and enhance their library research and academic writing skills. Emphasis will be given to organizational behavior and development issues that lead to problem formation and solution development by synthesizing theory-based, practical research. Important and current leadership issues and management dilemmas will be emphasized so that learners can connect academic writing and research to problem-solving within organizations. Special emphasis will be given to finding potential issues within a student’s vocational context that will lead to the doctoral program’s culminating capstone project. The first residency requirement will occur and be met upon successful completion of this course.

EDL-901 Organizational Behavior, Theory and Leadership 4/8

This course presents an overview of seminal leadership concepts and theories with an emphasis on their applications within 21st century organizations. Special emphasis will be given to individual differences at work, motivation, and the role of personality in leadership style, as well as the influence of work environment, teamwork, and social behavior on decision - making, communication and leadership effectiveness within organizations. Prerequisite: EDL-900. ☒

EDL-902 Legal Issues, Policy Leadership and Ethics 4/8

This course will focus on the legal aspects and issues of constitutional, statutory, and case law concerning public and private organizations. Compliance issues stemming from a legal basis and case law along with public policy implications will be emphasized. Learners will comprehend the practical implications for organizational and institutional policy as they relate to and influence daily operations in addition to the role of specific ethical theories in legal and policy decision-making. Prerequisite: EDL-900. ☒

EDL-903 Leadership, Human Resources Management and Diversity 4/8

This course will emphasize relevant employment law issues for leaders and organizations within the context of human resources leadership. Central to this focus, learners will understand the legal foundation for diversity but also understand how cognitive diversity within organizations improves decision-making and organizational performance. This course examines the legal and regulatory aspects of HR and diversity, but will also highlight theoretical, research-based, and practical information related to employee and organizational development, staffing, recruitment, selection, training, and other key features of human resources administration, management, and leadership. A major emphasis in the course will be structuring the HR function as a strategic component of organizational leadership and development. Prerequisite: EDL-900. ☒

EDL-904 Organizational Planning, Assessment and Quality Improvement 4/8

This course examines strategic thinking and planning to maximize organizational value, improve decision-making, and enhance leadership. Learners will comprehend and be able to apply concepts and information related to program quality and assessment. The course will emphasize specific planning models and actionable decisions made by leadership to set and implement an intentional direction for organizations in a way that also recognizes the need for reactive, emergent planning strategies. The course will include current systems for ensuring quality and establishing accountability. Prerequisite: EDL-900. ☒

EDL-905 Organizational Governance and Strategy 4/8
This course examines the basic structural forms and functions of organizational governance with an emphasis on the external and internal stakeholder constituent forces which shape organizational life. Systems thinking is used in conceptualizing all relationships including the tensions inherent between the external stakeholders, the Board of Directors, senior leadership, structures of governance, standards of monitoring system performance and organizational culture. Multiple models of behavioral understanding are offered, providing the student with a framework to observe, analyze, synthesize and have the capacity to take appropriate action regarding the functioning of an organization in multiple forms. Particular focus is given to strategic governance systems including governing and advisory board development and communication, along with issues in recruiting, selecting and evaluating boards. Prerequisite: EDL-900. 📖

EDL-906 Organizational Finance and Resource Management 4/8
This course will include leadership skills and competencies needed to manage the financial issues within 21st century organizations. The course will focus on issues and practical financial strategies from a leadership perspective, not the daily financial or accounting formulas that inform these practices. Specific attention will be given to financial planning, budgeting, resource development and sources of financial support. Prerequisite: EDL-900. 📖

EDL-907 Organizational Marketing and Communication 4/8
This course explores marketing and public relations as activities that create value for clients, customers and stakeholders. This course will examine competitive advantage, branding, and market orientation in traditional marketing structures in addition to the opportunities and issues associated with social media. The course will also emphasize role judgment, emotions, and choice play in consumer behavior with an emphasis on theory-informed research from behavioral economics that apply to individual and group decision-making along with practical marketing and communication strategies to increase an organization's viability in the marketplace. Prerequisite: EDL-900. 📖

EDL-908 Organizational Culture and Change Management 4/8
This course includes an overview of change theories, concepts and models with a focus on understanding organizational and international culture and how proactive, deliberate strategies along with reactive, emergent strategies shape organizational functions and behavior. Learners in this course will comprehend how climate and culture influence structure, organization and behavior and how change can be understood and managed to produce sustainable competitive advantages for companies and organizations. The course will emphasize practical tools and strategies that can be implemented across organizations. Prerequisite: EDL-900. 📖

FINANCE

FIN-643 Managerial Finance 4/8
A study of essential concepts of financial management including working capital management, capital budgeting, capital structures, planning, time value of money and dividend policy. Prerequisite: ACC-525. 📖 📖

FIN-644 Budgeting and Financial Resource Management 3/6
A study of the key accounting and finance principles that provide managers with a better understanding of the financial aspects of organizations. Topics include interpretation and analysis of financial statements, budgeting, time value of money and investment alternatives. 📖 📖

FIN-645 Advanced Managerial Finance 3/6
An exploration of advanced methods and techniques important to the financial success of an organization. Topics include cash management, capitalization issues, risk management, ethical and legal issues in financial decision-making and approaches to financial planning. Students learn to assess the financial operations and positions of an organization using various analysis methods. Prerequisite: FIN-643. 📖

FIN-646 Global Finance 3/6
A study of crucial concepts and tools to strategically manage international financial activities. Students will develop an understanding of policy issues affecting international trade and finance. Other topics covered include the role and impact of international trade policies on the global economy and financial markets, currency markets, international financial systems and management and macroeconomic policies. Prerequisite: FIN-645. 📖

FIN-647 Entrepreneurial Finance 3/6

An introduction to current thinking in the areas of valuation, real options such as mergers and acquisitions, and the economics of contracts to a new venture decision. Topics include investment analysis, financing the entrepreneurial firm, harvesting, the role of angel investors, incubators, venture capital and financial contracts. Prerequisite: FIN-646. ☒

INTERDISCIPLINARY

IDS-642 Contemporary Issues in Social Justice I 3/7
Meaningful responses to human suffering are grounded in acknowledging the inherent complexity and enduring presence of injustice along with understanding the ways in which injustice shapes individuals and communities. Students will engage in reading, reflection, and discussion to develop a broader understanding of a variety of contemporary social justice issues, including but not limited to racial justice, gender equity, and poverty. Using perspectives from contemporary social justice theory, students will explore what it means to champion just systems and practices in various contexts. Based on a problem-based learning approach, students will examine current issues and develop a response based on current research and best practice. This course serves as the first of a two-course sequence culminating in IDS-643 Contemporary Issues in Social Justice II.

IDS-643 Contemporary Issues in Social Justice II 3/7
Building on the foundations laid in IDS-642 Contemporary Issues in Social Justice I, students will engage in reading, reflection, and discussion to develop an advanced understanding of a variety of contemporary social justice issues including but not limited to immigration, healthcare, and disability. Using perspectives from contemporary social justice theory, students will explore what it means to champion just systems and practices in various contexts. Based on a problem-based learning approach, students will examine current issues and develop a response based on current research and best practice. Prerequisite: IDS-642 Contemporary Issues in Social Justice I.

IDS-660 Cultural Intelligence 3/7
This course is designed to give nonprofit leaders an introductory grasp of cultural intelligence, a person's ability to adapt successfully to different national, organizational, and professional cultures. Literature from the fields of anthropology and sociology are used as well as studying cultural engagement in light of the biblical narrative, as a way to effectively enact the organizational mission within an increasingly diverse society.

LINGUISTICS

LIN-501 Issues in TESOL 2/3
An exploration of issues that have an impact on the field of TESOL, including social, historical, legal and cultural influences. A broad scope of these issues may include philosophical differences, as well as classroom-specific difficulties. 🌱 ☒ (4 sess.)

LIN-525 Introduction to Linguistics 3/6
An introduction to the nature and structure of human language. Students focus on the goals, techniques and subject matter of modern linguistics. ☒

LIN-535 Advanced English Grammar 3/6
An exploration of the descriptive and prescriptive grammar of English, which is analyzed according to traditional, structural and transformational methods. Emphasis is also placed on preparing students to teach grammar. Students survey grammar teaching methodology in conjunction with the different areas of grammar studied. ☒

LIN-555 Sociolinguistics 3/6
An examination of language in its social and cultural contexts. This course presents the basic socio-cultural variables (such as gender, age and social status) and shows their relation to language use and language learning. Areas covered in the course include bilingualism, dialectology, language variation and style with their relation to multilingual educational situations. ☒

LIN-556 Second Language Acquisition 3/6
An examination of the process of learning a second language. This course surveys current SLA theory and learning models. Emphasis is given to the ways these theories and models shape pedagogical practices in ESL classrooms. Linguistic, cognitive, affective, cultural and social factors influencing the acquisition of another language are explored. ☒

LIN-557 Action Research 3/6
An evaluation of claims based on research by reviewing current best practices as indicated by meta-research and discussing implications for TESOL. Action research that can be implemented in a TESOL setting and used for professional reflection and

improvement of instruction is emphasized. Among the methods included are local data collection, structured interview, open-ended interview, case study, reflective case study, portfolio assessment and use of technology for self-assessment. ☐

LIN-558 Materials Development and Integration 3/6

An application of second language learning and teaching principles to the analysis, adaptation, development and integration of materials for the ESL/EFL classroom. Among the resources explored are media, realia, computers and the Internet for all language skills including reading, writing, speaking, listening and grammar. Pedagogic rationale for materials and their use with a specific group of learners is emphasized. ☐

LIN-559 TESOL Lab 3/6

In this course participants will apply their theoretical learning within their own classroom environments via a lab course. This course will follow a 3 or 4-member peer-coaching format through which students will choose focus areas of instruction that they would like to grow. They will then work through a teach, record, reflect, share, and peer-coach process with their team. The goal is individual growth through peer-encouragement and accountability.

LIN-565 TESOL Methodology I 3/5

An examination of various methods and techniques used to teach language components (grammar, vocabulary, and pronunciation) and language skills (reading, writing, listening and speaking). Practice in developing and implementing balanced and effective language lesson plans will be provided along with evaluating and selecting appropriate ESL teaching materials to match various ESL audiences and teaching contexts. ☎ ☐

LIN-566 TESOL Methodology II 3/5

A continuation of methods study with a specific focus on aspects of course development, curriculum design and assessment, such as how to correctly assemble a specific curriculum for a class and implement it. The course also reviews assessments available, how to decide which assessment to use and when to use it. The students explore their own personal focus as well as the methodology and philosophy of teaching to help self-evaluate themselves as teachers and to use the resources provided in class to address issues. Prerequisite: LIN-565 ☎ ☐ (6 wks.)

LIN-568 TESOL Methodology III 2/3

A focus on the methods of teaching speaking (including pronunciation), listening, reading, and writing with particular focus on the micro-skills involved in each. The course will both analyze the four primary linguistic skills individually and in conjunction with each other. Students will practice techniques aimed at strengthening their learner's language abilities by connecting the various combinations of skills such as reading with writing and speaking with listening. (Prerequisite: LIN-565) ☎ ☐ (4 sess.)

LIN-571 Pedagogy of L2 Writing Instruction and Assessment 2/4

This course will provide K-6 and 7-12 grade teachers with a theoretical and pedagogical framework for (1) identifying and addressing the needs of second language writers in their classrooms and (2) establishing assessment strategies that effectively provide feedback to L2 writers and assessment washback for teachers. This course framework will build on recommended evidence-based teaching strategies related to writing fluency and the writing process development, including writing for a variety of purposes, using a Model-Practice-Reflect instructional style, and using student assessment to inform instruction.

LIN-572 Grammar and Vocabulary Instruction for L2 Writers 2/4

This course will provide K-6 and 7-12 grade teachers with the theoretical and pedagogical framework for (1) identifying the structural and lexical needs of their second language writers and (2) developing instructional strategies and assessment that effectively target and assess these needs. This course framework will build on recommended evidence-based teaching strategies [from What Works Clearinghouse] related to word-level and sentence-level issues of second language writers including learners' orthographic, lexical, and grammatical instructional needs.

LIN-573 Culturally Responsive Teaching 2/4

This course prepares educators in all grade levels and content areas with culturally responsive teaching strategies for learners at all levels. The course covers the value of identifying the needs of diverse learners and then adapting instruction in a culturally appropriate way to support groups and individuals. This course is based on current best practices and evidence-based instructional strategies.

LIN-574 Linguistically Responsive Teaching 2/4

This course prepares educators in all grade levels and content areas with linguistically responsive teaching strategies for learners at all levels. The course covers the value of identifying the needs of diverse learners and then adapting instruction in

a linguistically appropriate way to support groups and individuals. This course is based on current best practices and evidence-based instructional strategies.

LIN-575 Language and Communication Skills for Healthcare 2/4
This course will focus on developing needs analyses, individual development plans, and a curriculum that is designed to meet required English, communication, and testing competencies. The course will focus on graduate level healthcare professionals, but the principles and methods discussed will provide insight and application to other healthcare professions.

LIN-576 Introduction to Academic Coaching 1/2
This course will explore and define academic coaching. Some of the topics will include the benefits of coaching, characteristics of a coach, coaching relationships, guidelines, communication with students, healthy boundaries, protocols for conducting coaching sessions, learning theories and styles, and the academic coaching process.

LIN-577 Issues in Healthcare for ESL Professionals 1/2
This course will overview of the scope of medical education and professional development of healthcare professionals. It will address the growing trend of international medical graduates, and other health professionals, in the United States. This trend has created a need for increased awareness, education, and training. Students will have a broad understanding of the practice of medicine and its training, competencies, and licensing. Research and employment opportunities will be discussed.

LIN-578 Language and Communication Skills for Business and Organizations 2/4
Business and Organization communication skills range from basic writing, speaking, reading and listening to planning and negotiation and everything else in between. This course is designed to take knowledge from TESOL methods and apply them to specific teaching settings in providing a needs analysis of an English Language Learner (ELL), including language level and learning goals, and to create a learning plan to match those goals.

LIN-579 Business and Organization English Field Praxis 1/2
This course draws learning into authentic application and continues in the TESOL Lab course. In this course students will network and establish contact with the ELL with whom they will work in the TESOL Lab course. After connecting with the ELL, students will create and perform a full needs analysis that will translate into the creation and implementation of a learning plan in the Lab course.

LIN-582 Language and Communication Skills for Cross-Cultural Ministry 2/4
This course is designed to take knowledge from TESOL methods and apply them to specific teaching settings in providing a needs analysis of an English Language Learner (ELL), including language level and learning goals, and to create a learning plan to match those goals.

LIN 583 Cross-Cultural Ministry English Field Praxis 1/2
This course draws learning into authentic application and continues in the TESOL Lab course. In this course students will network and establish contact with the ELL with whom they will work in the TESOL Lab course. After connecting with the ELL, students will create and perform a full needs analysis that will translate into the creation and implementation of a learning plan in the Lab course.

LIN-594 TESOL Capstone 5/7
A capstone course designed to allow students to integrate various principles of the TESOL program. This course includes two possible tracks: Thesis or Non-Thesis. Students seeking a Michigan Department of Education endorsement are required to choose the Non-Thesis option, which includes 60 hours of practicum. Prerequisite: LIN-565. ☐

MANAGEMENT

MGT-531 Organizational Behavior and Change 3/6
The study of the behavior of individuals and teams within organizations based on current management theory. Emphasis is given to understanding, predicting, motivating and changing work-related behaviors in organizations. Key topics include organizational structure, understanding culture, power, diversity, leadership and communication within the organization. ☐

MGT-532 Organizational Leadership 3/6
A survey of current literature on the topic of leadership. A foundation of research and theory is laid to form the context for more specific topical study throughout the program. Special emphasis is placed on the knowledge, skills, attitudes and values in servant leadership. ☐

- MGT-534 Theory and Quality Outcomes Management 3/6**
 A study of lean quality management principles, theories and application to the health care environment. Focusing on managing health care quality, safety and outcomes, the course emphasizes the use of tools and techniques to manage and lead quality improvements and drive successful clinical outcomes. 📖
- MGT-536 Managing and Maximizing Diversity 3/6**
 A study of the knowledge and skills necessary to manage and maximize the potential of an increasingly diverse workforce. Emphasis is placed on the benefits of a systematic and systemic approach to assessment, measurement, design and implementation of a sustainable diversity initiative. Students identify values and beliefs about people who are different from themselves and develop specific leadership strategies for managing a diverse workforce. 📖
- MGT-539 Entrepreneurship and Innovation 3/6**
 A focused study of the tools needed in identifying and capitalizing on entrepreneurial business opportunities, methods for managing those opportunities and critical thinking skills needed for innovation and growth. Students work with a team to design an entrepreneurial venture. Additional topics include stimulating new ideas, managing innovative ideas, adapting to change and individual and group roles in the creative process. 📖
- MGT-540 Organizational Leadership Capstone 3/6**
 An opportunity for students to synthesize information received throughout the degree program, create a leadership development plan for immediate and future use, and assess the impact of their personality and emotional intelligence (EI) on leadership performance. A distinctive feature of this class will be an assessment geared toward identifying each student's EI and a coaching session with a certified EI coach who will help the students identify leadership strengths and opportunities for growth. Prerequisites: All previous courses. 📖
- MGT-542 Organizational Decision-Making 3/6**
 An opportunity to explore decision-making models within organizations for the purpose of improving problem-solving and individual performance within the context of working with, supervising and leading others. A specific emphasis in this course is on biases, unconscious judgments, cognitive blind spots and other limitations that mediate, moderate or impede effective decision-making within personal and professional contexts. Research, theories and models are presented to help improve organizational decision-making. 📖
- MGT-543 Team Leadership and Conflict Management 3/6**
 A course with an emphasis on research, theories and models that help learners understand and more effectively use strategies for improved leadership within a team-based context. Because it is inextricably tied to the challenges of working in teams, interpersonal conflict is investigated as part of the necessary leadership behavior that comes from working with and for others in addition to supervising and managing people and projects. Practical strategies are emphasized for improving leadership and conflict management. 📖
- MGT-638 Human Resource Leadership 3/6**
 A focus on current issues in the field of human resource management emphasizing legal issues, career development, job definition and job qualification. Labor/management conflict from behavioral and institutional viewpoints is also examined. 📖
- MGT-639 Strategic Leadership 3/6**
 An in-depth analysis and evaluation of corporate and business strategies. Students are expected to demonstrate that they have the ability to integrate the various disciplines in the program and practical management experience for the purpose of solving a management and leadership problem through case analysis and critique. Topics include crafting an executive strategy, managing diversification, global market competition and analysis of resources and competitive position. 📖
- MGT-640 Employee Development and Performance Management 3/6**
 An extension of information presented in the human resource course. This course focuses on supervisory responsibilities of developing employees through the entire performance management process, which includes coaching and caring for others, developing those for whom one is responsible, and utilizing an appraisal process that includes feedback, expectations and evaluation. The role of feedback, listening and humble inquiry are emphasized. Complications in employee development and performance management are highlighted as are practical strategies for effectively carrying out these functions from a supervisory perspective. 📖

MGT-697 Applied Health Care Project 3/6
A project-based capstone course in which the student will demonstrate the ability to integrate health care education and practical experience by selecting a problem of practice at work and implementing a plan for improvement and/or action research or a program evaluation to solve the problem or improve the issue. Prerequisites: MGT-534 and BUS-504.

MARKETING

MKT-651 Marketing Strategies 3/6
A case-method course using real marketing issues as a means to learn how to synthesize marketing fundamentals into effective and practical solutions. 📖 📄

NONPROFIT LEADERSHIP

NPL-501 Nonprofit Strategic Leadership 3/7
This course explores the theories and practice of nonprofit leadership. Topics include strategies for improved leadership within a team-based context, managing interpersonal conflict, and effective mission-based strategy.

NPL-503 Marketing & Outreach 3/7
This course focuses on marketing strategies and principles necessary for nonprofit growth in today's economy. Emphasis will be placed on developing a marketing strategy, brand development, collaborative partnerships and digital communications.

NPL-505 Human Resource Management 3/7
A survey course that examines the concepts and practices of human resource management. Topics include recruitment, training and development, compensation, managing volunteers, and employee relations.

NPL-601 Financial Management 3/7
A study of the key accounting and finance principles that provide leaders with a better understanding of the financial aspects of organizations. Topics include interpretation and analysis of financial statements, budgeting, time value of money and financial planning.

NPL-603 Advancement & Fundraising 3/15
This course covers the principles and best practices of fundraising including fundraising strategy and sources of funds. It will also consider the importance of donor relations, confidentiality, and legal and ethical considerations in fundraising.

NPL-607 Governance: Boards & Structures 3/7
This course discusses the elements of board governance in nonprofit organizations and the structures of these types of organizations. This includes understanding the roles of the board, executive director, and other staff, along with an examination of the ways in which organizational structure shapes these roles.

NPL-790 Capstone: Assessment, Planning, & Change Management 3/15
This course is the capstone for the program and provides an emphasis on experiential learning within an organization. The focus of the class will center on a project connected to an organizational need related to assessment, planning, and change management. Pre-requisites: all other courses in the program except for NPL607: Governance: Boards & Structures.

NPL-791 Social Justice Capstone 3/15
This course is the capstone for the program and provides an emphasis on experiential learning within an organization. The focus of the class will center on applying theories and principles for social justice within an organizational context. Pre-requisites: all other courses in the program except for IDS660: Cultural Intelligence.

PUBLIC ADMINISTRATION

PAD-501 Foundations of Public Policy 3/7
This foundational course introduces students to the concept of the nonprofit sector in America and to the sector's development over time. This is the social and legal environment surrounding nonprofit organizations, which provides both support and restrictions. Emphasis is given to the public policy framework of government partnerships with nonprofit organizations, and to similarities and differences between secular and faith-based nonprofits.

PAD-503 Organizational Leadership 3/7
This course presents an overview of leadership concepts and theories with an emphasis on their applications within organizations. Special emphasis will be given to motivation, leadership styles, work environment, teamwork, and social behavior on decision-making, communication and leadership effectiveness within organizations.

PAD-505 Diversity, Equity & Inclusion 3/7
This course focuses on the importance of diversity, equity, and inclusion in the workplace with attention to a critical analysis of the systemic realities shaping these areas. Emphasis is placed on understanding the individual and organizational needs related to sustainable diversity, equity, and inclusion work.

PAD-601 Research Methods 3/7
An examination of research methods available for data-driven decision making within organizations. Focus is placed on the systematic process of collecting, analyzing and interpreting data to answer a specific organizational issue. The course will also introduce students to basic descriptive and inferential statistical tools.

PAD-603 Organizational Behavior 3/7
The study of the behavior of individuals and teams within public organizations based on current theory. Emphasis is given to understanding, predicting, motivating and changing work-related behaviors in organizations. Key topics include organizational structure, understanding culture, power, diversity, leadership and communication within the organization.

RESEARCH

RES-905 Research Methods, Program Evaluation and Modes of Inquiry 4/8
The focus of this course will be on developing key skills and core competencies within the classic tradition of research design while focusing on practical and emerging methods of inquiry, problem-solving and data analysis. As a general survey course, this course will help learners define a specific research problem and generate questions that lead to collection, analysis and interpretation of data. The culminating assignment in this course will be an initial research prospectus focused on the learner's organizational leadership and development capstone project to be completed at program's end. Prerequisite: EDL-900. ☐

RES-910 Qualitative Inquiry and Organizational Action Research 4/8
This course will focus on using classic qualitative research methods to address organizational problems. Along with narrative, phenomenological, case study, ethnographic, and grounded theory research, this course will also emphasize program evaluation and action research strategies. Learners will understand what qualitative research choices are available to help inform organizational decision making and problem solving. Specific emphasis will be given to conceptual understanding of the various qualitative techniques from a menu of choices so as to inform the culminating organizational leadership and development capstone. The second residency requirement will occur during this course. Prerequisite: RES-905. ☐

RES-915 Quantitative Research Design and Data Analysis 4/8
This course will focus on the classic qualitative research methods to address organizational problems. Along with narrative, phenomenological, case study, ethnographic, and grounded theory research, this course will also emphasize program evaluation and action research strategies. Learners will understand what qualitative research choices are available to help inform organizational decision making and problem solving. Specific emphasis will be given to conceptual understanding of the various qualitative techniques from a menu of choices so as to inform the culminating organizational leadership and development capstone. The third and final residency of the program will occur during this course. Prerequisite: RES-910. ☐

RES-920 Project/Research Proposal 4/8
This course is designed at the end of the doctoral program course work to help students create a specific, relevant, and realistic plan for the organizational leadership and development capstone. Using the prospectus developed in RES-905 and information learned in RES-910 and RES-915, students will expand the initial research prospectus into a full proposal that will be carried out during the last year of the doctoral program. Prerequisites: All previous courses.

RES-925 Organizational Leadership and Development Project

8 credits

The final project in the doctoral curriculum is designed to address a practical, real-world, organizational problem or leadership issue in an applied setting. Projects will be theory- and research-informed yet practical and will be completed in consultation with a research project mentor, the student, and a cooperating sponsor in the workplace or professional setting. The final project will focus on synthesizing knowledge, theory, research, and practice in such a way to be of benefit in a professional or clinical setting. Candidates will also be required to defend their proposal and final manuscript before a capstone project committee. Completion of the capstone must occur within seven years after starting the program. Prerequisites: All previous courses. 🖨

ADMISSION & REGISTRATION

Admission Process

Cornerstone University accepts students on the basis of their academic record and work experience. Students are required to complete and submit the appropriate application with an application fee. Refer to the admission requirements for each graduate program in the Graduate Academic Catalog & Student Handbook.

When all admission requirements have been satisfied, students will receive written notice that they may enter the program at full admission status. Students who are not at full status may be allowed to begin the program with tentative admission status. These students are allowed to attend class pending official verification of required admission documents.

Students interested in degree completion programs may obtain information by contacting an enrollment counselor. For information about admission to programs, access the Professional & Graduate Studies' website at: cornerstone.edu/admissions/pgs-apply-now/.

Continuous Enrollment for Ed.D. Program

All Ed.D. students are required to maintain continuous enrollment throughout the doctoral program. Continuous enrollment for the Ed.D. program is defined as progressing with the cohort and taking core courses in the sequence presented on the cohort calendar.

Courses are offered in a planned sequence; if a student needs to withdraw from a class, they do so knowing that the class will not be offered again for approximately 12 months. If a student fails to maintain continuous enrollment, he or she will be subject to dismissal from the program. Dismissal from the program does not necessarily exclude students from readmission at a later date.

International Students

International students are required to complete the entire application process as well as meet some additional requirements. Proof of financial support is required by completing the financial support form available from the admissions office. It is the responsibility of the student to arrange necessary financial support for all expenses at Cornerstone University. International students from countries where English is not the primary language are also required to successfully complete the Test of English as a Foreign Language (TOEFL) examination or the International English Testing System (IELTS) before admission can be granted.

Non-Degree Admission

Persons interested in enrolling at Cornerstone University on a part-time, non-degree basis must complete a non-degree application for admission. A non-degree application is available online at <https://www.cornerstone.edu/admissions/pgs-apply-now/>. A maximum of 12 total credit hours may be taken as a non-degree graduate student. Non-degree students are not eligible for federal, state or institutional financial assistance.

Readmission to a Program

If more than 12 months have elapsed since the last enrollment, the following policies will apply:

1. Students must complete a regular application for admission available from at www.cornerstone.edu/apply/adult-graduate/. A \$25 fee must accompany the application. Depending on the length of time since the last enrollment, new college transcripts since high school may be required.

2. Official transcripts from each post-secondary institution attended since the student was last enrolled at Cornerstone University must be submitted at the time of application for readmission. An updated transfer-credit evaluation and assessment profile will be completed and distributed to the student. Any delinquent payments must be resolved before the student can be considered for readmission.
3. Students readmitted after 12 months have elapsed will follow the university catalog and policies in force at the time of readmission. For the Ed.D. program, all original, first-time admission requirements apply.
4. Tuition and fees will be charged at the current rate at the time of readmission. The student will be charged for any course that is repeated.

If less than 12 months have elapsed since the last enrollment, the following policies will apply:

1. The student must complete the *Application for Readmission* form available from the student services office or online. No fee is required with this application.
2. Any delinquent payments must be resolved before the student can be considered for readmission.
3. Student services will contact the registrar's office to verify the student has no incomplete grades from the previous enrollment at Cornerstone University. Incomplete grades must be made up before a student may be re-admitted.
4. The student must be at full admission status before he/she can be re-admitted. The student will be notified in writing and may then join the group following the last course successfully completed.
5. Tuition and fees will be charged at the current rate at the time of readmission. The student will be charged at the current rate for any course repeated.
6. For the Ed.D. program, all original, first-time admission requirements apply.

A student that has been academically suspended from Cornerstone University or was on probation at the time he/she left must be approved by the director of student services prior to readmission. A copy of the acceptance letter will be sent to the student financial services office to document conditions of the student's continued enrollment and financial aid eligibility.

Reservation Procedure

New and re-admitting students are notified five weeks prior to orientation regarding class reservation. Students must complete the class reservation form located at <https://www.cornerstone.edu/admissions/pgs-apply-now/adult-and-graduate-tuition-and-fees/> along with the reservation fee payment of \$30 before he or she is officially enrolled. The class reservation fee is due three weeks prior to the night of orientation.

University Lifestyle Expectations

Students who apply to the university's PGS programs must agree in writing to certain lifestyle expectations. While enrolled in the Professional & Graduate Studies Division, the student's ability to understand and articulate increasingly complex ideas and feelings is intentionally developed. Consequently, both oral and written communication should reflect and demonstrate this search for precision and accuracy. The use of crude, vulgar or offensive language is unacceptable in this community. Cornerstone University discourages involvement in any activity that may be of an immoral or degrading nature. The historic and current commitment to the ideal of intellectual, spiritual and physical wellness precludes the use of tobacco, alcohol or any other controlled substance during university activities.

Violation of Lifestyle Expectations

The Student Behavior Committee may place on probation suspension, or dismissal a student for violating Lifestyle Expectations or causing a pattern of disruption in the learning environment. Decisions of the Committee will be communicated to the student in writing. Appeal of these decisions may be made to the PGS Appeals Committee.

FINANCIAL INFORMATION

Tuition and Fees 2021-2022

Tuition

| | |
|----------------------------------------------------------|-------------------|
| M.A. in Education | \$550/credit hour |
| Master of Public Administration | \$550/credit hour |
| M.A. in TESOL..... | \$550/credit hour |
| M.A. in Organizational Leadership | \$550/credit hour |
| M.B.A. | \$595/credit hour |
| Ed.D. in Organizational Leadership and Development | \$725/credit hour |

| | |
|--------------------------------------|-------------------|
| Online Elective Courses | \$550/credit hour |
|--------------------------------------|-------------------|

Educational Resource Fee

| | |
|----------------------------------------------------------|--------------|
| M.A. in Education | \$85/course |
| Master of Public Administration | \$200/course |
| M.A. in TESOL | \$85/course |
| M.A. in Organizational Leadership | \$200/course |
| M.B.A. | \$200/course |
| Ed.D. in Organizational Leadership and Development | \$160/course |

Non-Refundable Fees

| | |
|------------------------------------------------------------------|---------|
| General Application..... | \$25 |
| Non-Degree Application..... | \$0 |
| Class Reservation Fee | \$30 |
| Official Transcripts* | \$7.50* |
| Readmission to a Degree Program (<i>within 12 months</i>)..... | \$0 |
| Late Payment Fee (up to) | \$100 |
| Annual Payment Plan Set-up Fee (up to) | \$55 |
| NSF Check Fee (up to) | \$25 |
| Drop-In Cancellation Fee (<i>per course</i>) | \$20 |
| Waiver Evaluation..... | \$25 |

*Transcripts can be purchased online for \$7.50 through National Student Clearinghouse (studentclearinghouse.org).

PGS Global Trip

| | |
|----------------------------|---------------------|
| Global Experience Fee..... | \$2,600 to \$3,500* |
|----------------------------|---------------------|

*Final cost subject to be confirmed based on travel expenses.

Students “lock in” a tuition rate when starting a degree completion program. However, if the student withdraws from the first cohort and returns later to another cohort, he/she must pay the rate in effect for the new cohort. The guaranteed tuition rate does not include any “drop-in” courses the student may take to meet general education or elective requirements, current rates associated with that cohort apply. When there is a change in tuition rates, the lower tuition rate applies to students who retake a course due to a “leave of absence.”

Program fees are generally reviewed on an annual basis. In some cases it may be necessary to adjust a fee prior to an annual review. The adjustment will be reflected in the subsequent catalog.

Students should also budget for additional personal expenses related to their enrollment. These may include, but are not limited to, transportation (gasoline and maintenance), child care, meals, snacks and miscellaneous personal supplies.

Educational Resource Fee

The educational resource fee is designed to cover the cost of textbooks as well as various costs associated with providing educational resources. These costs include supplemental materials, binders, book bags, copyright fees and sales tax on texts,

shipping and materials. This fee is calculated as an average cost of materials throughout the program and does not reflect the exact cost per course. The PGS division views the direct delivery of all resources to the classroom as a service that is essential to student success.

Students who do not wish to take advantage of this service and wish to purchase their own textbooks may do so by signing an opt-out form available from student financial services. A complete listing of textbooks and retail costs is available to enrolled students in My Cornerstone>Groups(on the left Navigation)>University>PGS(to join the group: Discover>PGS>join group)>Resources>Books>Textbooks (current month).

Sometimes a PGS course will contain books or other materials that are only available through the PGS bookroom. Students will need to purchase these materials through PGS. The educational resource coordinator maintains the list of PGS-specific resources and can assist students who need them. They are denoted on the current list of course materials posted monthly on My Cornerstone PGS page (see above). Students will be billed for these resources and the student financial services office will add this charge to the student's account. If students opt out after receiving items that will be used in multiple courses, they will pay pro-rated fees for use of the materials for subsequent courses.

A student is able to opt back in to the PGS program by filling out a form through the student financial services office.

Any student who opts out of the textbook delivery a second time during their program will forfeit the opportunity to opt back in again for the remainder of their program.

Payment Policies

- The class reservation fee is due two weeks prior to the date of orientation.
- A student starting a new cohort must be financially ready or full payment made by two business days before the first class date. To be financially ready, the student financial services office must have received the student's valid FAFSA Information (ISIR), any requested documents to complete the financial aid file, Master Promissory Note, Student Loan Entrance Counseling and Student Financial Success Guide. A student who has not met these requirements may be approved as a conditional start by agreement of the director of enrollment and the associate director of student financial services, provided the student has filed the FAFSA. If the issue is not resolved by the next to last class period of the first course, the student will be administratively withdrawn at the end of the course.
- For continuing students, tuition and educational resource fees are due two weeks before the start of each course. This includes students who are taking drop-in courses.
- Continuing students paying using financial aid must be financially ready two weeks before the start of each course. If financial aid will not fully cover the student's costs, a payment plan must be in place for the remaining balance. If the student is not financially ready, he/she must pay in full for the course.
- If a continuing student is not financially ready or full payment is not received by the start of a course, the student will be administratively withdrawn at the end of the course.
- We, Cornerstone University, will permit any covered veteran (a student who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill benefits) to attend or participate in the course of education during the period beginning on the date on which the individual provides to us a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:
 1. The date on which payment from VA is made to the institution.
 2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.We will not impose to a covered veteran any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities. We will not require that a covered individual borrow additional funds because of the individual's inability to meet his or her financial obligations to us due to the delayed disbursement funding from VA under chapter 31 or 33.
- Notice from a student that he/she will be receiving employee reimbursement is not acceptable as payment. If a student is employed by an organization that will pay the tuition and/or educational resource fees directly to Cornerstone University, the employer must make payment to the PGS student financial services office on or before the first session of each course. The employer must also provide a voucher or letter of "intent to pay" for any course(s) that will be covered under the organization's direct bill policy. A voucher, which can have any number of courses listed, must be received in the PGS student financial services office on or before the first session of class of the earliest courses being submitted. For new students, the PGS student financial services office must receive the voucher or letter two business days prior to orientation.

- Readmitted students who have filed for bankruptcy where we are listed as a creditor must pay all outstanding balances in full and the first course upfront. The first course payment is due in full two weeks prior to the course opening. If the payment is not made on time, the student will not be allowed to start.
- Transcripts and diplomas will not be released until the student's account is paid in full.

Payment Options

Payments may be made by cash, check, credit/debit card, cashier's check or money order at the PGS reception desk or at the accounting office on the main campus. Off-campus students may mail their payments to the attention of the PGS student financial services office, Cornerstone University, 1001 E Beltline Ave. NE, Grand Rapids, MI 49525. Electronic check payments can be made through My.Cornerstone.edu>Self-Service. Students may also make credit card payments through My.Cornerstone.edu>Self-Service or by calling the PGS student financial services office. There is a 2.5% processing fee for all credit and debit card transactions.

Financial Aid Plan

A student may apply for financial aid online at www.studentaid.gov/h/apply-for-aid/fafsa. Any student interested in financial aid must complete a Free Application for Federal Student Aid (FAFSA), and provide any additional requested information to complete a financial aid file. In addition, a student interested in student loans must complete a Master Promissory Note, www.studentaid.gov/mpn/, and entrance counseling at www.studentaid.gov/entrance-counseling/. It is very important that the student applies in a timely manner and that he/she follows up on any aid or loan if a response has not been received within four to six weeks. Financial aid guidelines are strict and if all information is not submitted within certain time limits, the student will be ineligible for any aid. Also, students will need to reapply by filing a FAFSA for each year for the balance of their educational program. Students are responsible for any charge not covered by their financial aid. Students should contact their financial aid specialist for more information.

Federal regulations for non-term programs require that a student successfully complete a minimum amount of credit hours before a next disbursement can be scheduled. Therefore, if any course is not completed (due to course withdrawal, leave of absence, an incomplete or failing grade) federal awards may be reduced, canceled or future disbursements may be delayed.

Any change in the student's academic plan (scheduled break, leave of absence, program change, drop-ins, etc.) may affect financial aid. Students will receive a revised award letter after returning from a leave of absence, or in the case of other changes, after the change is processed. Students desiring to know how aid will be affected prior to making a change in schedule should contact student financial services.

Incoming students who have filed a FAFSA will receive a "Financial Aid Estimate" letter approximately 4-5 weeks before their scheduled cohort start. Students attending courses on-ground or online will receive their financial aid letter and cost estimate by postal mail. Continuing students who file a FAFSA will receive an award letter by mail within 4-6 weeks after their financial aid file is complete.

Textbook Refunds

Unused textbooks and materials purchased for courses for which the student did not attend or textbooks that are already owned by the student (or spouse) may be returned for a refund under the following conditions:

- The book is in new condition and the shrink-wrap has not been removed; that is, it is ready for resale.
- The book is returned with one week after the start date of the course.
- The book is a current edition and will continue to be used in the program.

A total book refund will not exceed the educational resource fee for the course. The student's account will be credited when the resource coordinator accepts the materials and provides a written notice to the PGS student financial services office. In the case of a student withdrawal, the student's account will be credited or a refund check will be issued when student financial services receives a copy of the signed withdrawal form.

E-Book Refunds

E-books purchased for courses not attended may be returned for a refund of the cost of the e-book under the following conditions:

- The E-book must be returned within five days after the delivery of the e-book(s). The student must also contact the educational resources coordinator and delete the e-book(s) from their Kindle bookshelf.
- The total e-book refund does not exceed the educational resource fee for the course.

Refund of Tuition

Once a student participates in a course online or attends a course on campus, tuition is refunded based on when the student is withdrawn or when the student notifies the PGS office that he/she is withdrawing. A student will be charged again for any course that is retaken.

| <i>Students who withdraw</i> | <i>will be refunded</i> |
|-----------------------------------------------------------------------------------------|-------------------------|
| • Before the second session of a course | 100% |
| • After the second class, but before the midpoint of the course | 50% |
| • After the second class, but only attended one night (regardless of notification date) | 50% |
| • After the midpoint of the course | 0% |

Refund of Overpayment on Student Account

If a student's account is overpaid and a credit balance currently exists on the account (from non-Title IV sources), the student may keep those funds on his/her student account to be applied for other expected expenses or may request a refund of the credit balance.

Return of Financial Aid Funds

Students receiving federal financial aid who withdraw prior to the end of a period of enrollment may be required to return some of those funds to the financial aid program. To determine the portion of financial aid a student is eligible to receive, a calculation will be made based on the amount of time from the student's enrollment to the student's withdrawal date. It is important that the student consult with the student financial services office when considering withdrawal.

- For Federal Title IV aid, if a student withdraws before completing 60 percent of the period of enrollment for which aid was received, a portion of the funds must be returned and student could owe a balance to Cornerstone.

For more information or examples, please contact your financial aid specialist.

Outstanding Balance

Should Title IV funds have to be returned to the government, or a withdrawal took place leaving an outstanding balance, it is the student's responsibility to repay Cornerstone University.

In line with the Student Financial Success Guide, we will attempt to collect on all outstanding balances through postal mail, email and text communication. Payment plan arrangements can be made based on student's available resources. After a series of attempts to rectify the debt have been made, the account will be turned over to an outside collection agency. The outside collection agency will charge up to an additional 40.00% of the principal balance and the debt will be reported to credit bureaus. In the event that a bankruptcy is filed, any funds Returned to Title IV on the student's behalf will be exempt from discharge, per Bankruptcy 11 U.S. Code § 523(8)(a) - Exceptions to discharge

(8) unless excepting such debt from discharge under this paragraph would impose an undue hardship on the debtor and the debtor's dependents, for—

(A) (i) an educational benefit overpayment or loan made, insured, or guaranteed by a governmental unit, or made under any program funded in whole or in part by a governmental unit or nonprofit institution; or

(ii) an obligation to repay funds received as an educational benefit, scholarship, or stipend

Financial Appeals

Students may appeal a billing that they believe is in error or unjust by following the appeal steps outlined below:

Step 1: The student will contact the director of student services or associate director of student financial services and attempt to resolve the issue. In the event the issue is not resolved, the student moves to step 2.

Step 2: The student presents his/her appeal in writing to the Financial Appeals Committee. The committee consists of the vice president for adult learning, the director of student services, and the director and associate director of student financial services. All issues relating to billing, financial aid, fee and tuition payments are within the purview of this committee. The committee's decision is final. A written response will be sent to the student as soon as a decision has been reached.

Purpose of Financial Aid

Financial aid is available to assist students who can benefit from further education but cannot do so without additional financial resources. It is important to keep in mind that the primary responsibility for financing a college education rests with the student and the student's family. Student Financial Services is committed to assisting students in receiving the maximum amount of financial assistance for which they qualify under federal and state programs.

All students wishing to receive financial assistance through federal aid programs must file the Free Application for Federal Student Aid (FAFSA). Students must complete the required financial aid forms each year.

It is important that all requested information is submitted to the student financial services office in a timely manner. Failure to do so will create delays. Upon receipt of all requested information the student financial services office makes an evaluation to determine student aid eligibility. Students are informed of their awards in writing through postal mail. Students are required to keep their mailing address current at all times.

Requirements to Receive Federal Financial Aid

Statement of Educational Purpose

To receive financial aid, a student must be enrolled as a degree-seeking student. A student must sign a statement indicating that all federal financial aid will be used for expenses related to study at Cornerstone University as part of filing the FAFSA.

Statement of Refund and Default

To receive federal financial aid, a student must not owe a refund on a federal student grant or be in default on a federal student loan.

Selective Service Registration

Prior to receiving federal financial aid each year, male students born after December 31, 1959 are required to comply with selective service registration regulations.

Satisfactory Academic Progress Policy

Federal regulations require that in order for a student to be eligible for financial aid, the student must earn Satisfactory Academic Progress (SAP) toward the completion of a degree. SAP, as defined below, is evaluated at the end of each payment period for which a student is enrolled. A payment period is the amount of time that it takes to complete half of an academic year, which is usually 8-9 completed credit hours.

Student Academic Progress Standards

Qualitative Requirements: {Concerning cumulative grade-point average (GPA)}

A student must meet the following cumulative GPA requirements:

| CREDITS COMPLETED | MINIMUM GPA |
|-------------------|-------------|
| 1 - 49+ | 3.0 |

Incompletes: An incomplete does not have a grade point attached to it and is therefore not included in the calculation of GPA.

Repeated Courses: If a student repeats a course, the higher grade replaces the lower grade in determining GPA.

Transfer Credits: Because Cornerstone University does not transfer in GPA, transfer credits do not count toward cumulative GPA.

All courses taken at the graduate level are included in the calculation of GPA, regardless of change of major or seeking a second degree.

Financial Aid Warning

All regularly accepted and continuing students who do not meet SAP standards for the first time will be placed on Financial Aid Warning for the next payment period. During Financial Aid Warning, a student is eligible for financial aid. If a student fails to meet SAP standards at the completion of his payment period on Financial Aid Warning, he will be placed on Financial Aid Suspension.

Financial Aid Suspension

A student is placed on Financial Aid Suspension when he fails to meet SAP standards at the end of his payment period on Financial Aid Warning. During Financial Aid Suspension, a student is not eligible for financial aid. A student on Financial Aid Suspension may have opportunity to regain eligibility or appeal the suspension.

Financial Aid Suspension Appeals

A student may appeal a Financial Aid Suspension if he has suffered extenuating circumstances. To appeal, a student must submit to the Academic Appeals Committee a written explanation including:

1. The extenuating circumstances which prevented him from achieving SAP.
2. How the student's situation has changed to allow the student to achieve SAP at the next evaluation.
3. An academic plan on how the student will regain eligibility within a reasonable time period.

All appeals must be submitted to the Academic Appeals Committee by the deadline indicated in the suspension letter. Late appeals may be considered at the discretion of the committee.

The Academic Appeals Committee will review the appeal and determine the student's academic status and financial aid eligibility. In considering the appeal, the committee will consider:

1. What are the circumstances that the student states made it impossible for him to succeed academically? Is there supporting documentation, either provided by the student or the knowledge of someone on campus (specifically, Student Development). Factors to be considered may be student physical or mental health challenges, illness or death of a family member or close friend, other trauma, or other life event.
2. Has the student demonstrated that the circumstances have changed so that he will be able to succeed again?
3. Has the student succeeded academically in the past? Is it reasonable to expect that he has the academic ability to complete the degree?

If the student is granted financial aid eligibility, he must be placed in one of the following statuses.

Financial Aid Probation

If a student placed on Financial Aid Suspension has been granted financial aid eligibility by the Academic Appeals Committee, the student is placed on Financial Aid Probation for one payment period. If SAP is not met at the end of the probation payment period, the student will be placed on Financial Aid Suspension without the opportunity to appeal unless the student encountered different extenuating circumstances during the payment period.

Financial Aid Plan

If the committee wishes to allow the student more than one payment period to regain good standing, the student may be placed on an academic plan. Generally this will involve a minimum GPA requirement for each payment period until the student is back in good standing.

Denial of Appeal

If the committee finds that the student's circumstances are not sufficient to grant the appeal, the student will be notified of the decision, generally by phone and letter. All pending federal aid will be removed from the student's account, and the Student Billing Specialist will be notified so that payment arrangements can be made. The student will not be eligible for any federal financial aid unless he reestablishes eligibility by one of the means below.

Regaining Eligibility

Withdrawals: If a student completely withdraws from Cornerstone University and has received federal financial aid for the payment period from which he withdraws, the student must be readmitted and meeting SAP before he will be eligible for financial aid in any subsequent payment period.

Inadequate SAP: If a student is denied financial aid because of SAP, he will not be eligible for any type of federal or state financial aid until SAP is achieved. To regain financial aid eligibility, the student may:

1. Complete the necessary coursework to satisfy the GPA requirements of SAP by continuing at Cornerstone University at his/her own expense.
2. Transfer in credits to support the progress of the student's academic plan.

Once financial aid eligibility is reinstated for a student on Financial Aid Suspension, financial aid will be awarded based upon the availability of funds and the student's financial need. A student who has financial aid eligibility reinstated because he transferred in credits may be admitted under the status of Financial Aid Probation.

Federal Financial Aid Programs

Eligibility for federal student financial aid is determined through the submission of the Free Application for Federal Student Aid (FAFSA). Students may view the institution's federal financial aid policies and procedures in the Student Financial Services office.

Federal Direct Loan Program

This federal loan program is available to all students. The maximum loan eligibility each year is based on total credit hours earned and dependency status. For those who qualify for a subsidized (need-based) loan, the government pays the interest while the student is in school. The student is responsible for the interest while in school with the unsubsidized loan. Repayment of both principal and interest begins six months after the student graduates or ceases to be enrolled at least half time. The lifetime limit on Direct Loans for graduate students is \$138,500, including all loans taken as an undergraduate.

Federal TEACH Grant

This grant is available to students in certain education programs. This grant provides up to \$3,752 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families.

ACADEMIC POLICIES & PROCEDURES

Academic Advising

After acceptance, each student is assigned an academic advisor who is available to meet and discuss an educational plan leading to graduation. While the school offers help with planning a student's program, each student is responsible for meeting his or her graduation requirements.

Academic and Grade Review Process

Students may appeal a grade issued by an instructor if the student believes that the grade has been miscalculated or graded unfairly (beginning with step 1 below). Students have a period of four months from the day grades are issued by the registrar's office to question the accuracy and completeness of the official grade submitted. Questions should be directed to the registrar's office. The academic record after that period will be considered final.

Students may also appeal decisions related to probation, dismissal, suspension, satisfactory academic progress and academic integrity (beginning with step 2 below).

Step 1 The student approaches the instructor within six weeks from the time the instructor issued the grade and attempts to resolve the issue. In the event the issue is not resolved, the student moves to step 2.

Step 2 The student presents the grievance and supporting data in writing to the appropriate dean of the course within two months from the time the instructor issued the grade. If the issue is not resolved at this level, the student moves to step 3.

Step 3 The student presents the grievance and supporting data in writing to the executive vice president for academics within four months from the time the instructor issued the grade. The academic and grade review committee will be convened by the appropriate program dean within three weeks after the appeal is received. A written response will be sent to the student. If the student is not satisfied with the review process, the student can present the case to the PGS appeals committee. The decision of the appeals committee is final.

Academic Integrity

As a Christian institution of higher education, Cornerstone University seeks to maintain the highest standards of academic integrity. The faculty trusts the integrity of Cornerstone students and encourages them to maintain the integrity of the faculty-student relationship. Academic dishonesty, therefore, is a serious breach of university standards and will result in substantial penalties. Violations of academic integrity include:

- **Plagiarism:** Willfully submitting as part or all of one's own work material that is copied or paraphrased from another source, including online sources, without proper acknowledgment of that source.
- **Cheating:** Using unauthorized material or study aids for assistance on examinations or other academic work. Examples include but are not limited to looking at a peer's exam, altering a graded exam and using notes without permission.
- **Fabrication:** Submitting altered or contrived information in any academic assignment. Examples include but are not limited to falsifying data, text material, or sources.
- **Facilitating academic dishonesty:** Helping another student violate this policy. Examples include but are not limited to allowing one's work to be copied, working together on an assignment where collaboration is not allowed and doing work for another student.
- **Self-Plagiarism:** Self-plagiarism is submitting written papers or other work in a current class that students have previously submitted in a previous class. Once a student has received a grade and academic credit for work submitted in one class, a student may not re-use that assignment, in its same form, for another class. Exceptions to this policy: (1) If a student completed work for a class but did not receive official credit for that class and is re-taking the course, he or she may, with prior faculty approval, submit the former work for credit in the current class. (2) Faculty may

allow students to use previous work in prior classes or previous work in the current class for assignments due in the current class based on developmental educational purposes. An example of this would be a literature review completed for the first class in a doctoral program that is later used (and built on) in subsequent classes within a program. Other examples would include using developmental, rough draft narratives submitted for earlier assignments in the current class for later assignments in the same class. A third example would be work submitted for discussion forums that faculty approve to be used in current or future papers. Even these instances, though, should require a change to the assignment in some way so that the student is not simply submitting a previously-submitted assignment in a current class for the purpose of avoiding work. Finally, students should always ask their current professor for permission before submitting previously written and completed work unless this approval is explicitly stated in the course materials, thus obviating the need for such approval.

Violations of the academic integrity policy will result in the following actions:

First offense:

- The faculty member will file a written report with the PGS program dean and send a copy to the student. The student should receive a substantial reduction or no credit for the assignment or test on which he or she has been dishonest. More severe penalties may be imposed if such penalties are announced in the course syllabus.
- The dean will create a file recording the student's violation of the policy.

Second offense:

- The faculty member will file a written report with the PGS program dean and send a copy to the student.
- The PGS dean will update the student's file recording the violation of the academic integrity policy. Written notification will be given to the faculty member who reported the policy violation indicating that the student who violated the academic integrity policy should receive no credit for the assignment or fail the course.
- The student must provide a written account of the academic integrity violation and the steps they will take to prevent future instances.

Third offense:

- The faculty member will file a written report with the PGS program dean and send a copy to the student.
- The dean will update the student's file to reflect a third violation of the academic integrity policy. Written notification will be given to the faculty member who reported the policy violation indicating that the student who violated the academic integrity policy should fail the course and may face a suspension or dismissal from the university, depending on the severity of the violation.
- If students are permitted to continue in their program, they must provide a written account of the academic integrity violation and the steps they will take to prevent future instances.

Appeal Process

A student who feels that he or she has been unfairly accused or unjustly treated may appeal the decision to the PGS appeals dean. Such appeals shall be made in writing within seven days of notification of the violation of policy. If a faculty member or student deems that the case has not been resolved satisfactorily and that a more comprehensive university response is needed, he or she may appeal to the PGS appeals committee. The decision of the appeals committee is final. In the case of a successful student appeal, the record of the offense will be expunged from the student's file.

Notification Regarding Academic Integrity Policy

Professional & Graduate Studies shall make all students and faculty aware of this policy by publishing it in the Student Handbook and the Faculty Handbook. Faculty will reference the policy in their course syllabi; however, ultimate responsibility for knowledge of and compliance with this policy rests with the student.

Record Expunged Upon Graduation

Upon graduation from the PGS program, the record of the violations of the academic integrity policies will be expunged from the student's file.

Attendance

Regular attendance in an accelerated degree completion program is a prerequisite for student success. While the expectation and desire is attendance at all class meetings, there may be occasions in which an absence is unavoidable. For this reason, the following attendance policy has been established for each course.

Class Meeting Attendance

A student is allowed one absence from a class meeting. If a second absence occurs, the student must generally repeat the course. Under unusual circumstances, the instructor may permit a second absence. Absences must be arranged with the instructor before the class meets. The student may be required to complete make-up assignments for any absences. A deduction in grade is possible with or without a make-up assignment.

Ed.D. Residencies

Students are expected to attend and be present at all doctoral residencies. This includes showing up on-time, being present for all class sessions, and staying through the last class session (i.e., not leaving early). Only in the most extenuating circumstances might an exception be made. Any exceptions or absences from a residency must be approved by the director of the Ed.D. program and must include a formal request with documentation for the extenuating circumstance.

Children/Guests/Pets

In order to promote a learning environment free of distraction, children are not permitted in the classroom during class time. Adult guests are generally not allowed to attend during class time unless permission is given by the faculty member or one of the PGS deans. The only pets allowed in class are those required for physical and/or cognitive assistance. These requests and approvals will need to be processed through the student disability services office.

Online Attendance Policy

Attendance in an online class session is determined by activity during the class either through discussions or submission of assignments. A student is reported absent for a class session if there is not at least one submission or posting of an assignment or participation in a discussion forum assigned during that class session. Participating in discussions does not guarantee full participation points. The criteria for full participation points will be determined by the faculty member.

Make-Up Assignments

Make-up assignments are determined by the instructor. In their assignments, students must demonstrate that they have interacted with and applied the theories and concepts for each class missed. These assignments do not void absences, but are intended to enable the student to meet course objectives.

Attendance and Grading

The instructor has the authority to establish procedures and grade adjustments regarding attendance, tardiness and early departure. Absences from class meetings must be considered by the faculty member in the grading process. Specific policies will be issued in writing to each student on or before the first night of class.

Lack of Adherence

In most cases, students who do not meet minimum attendance requirements in a course will receive a failing grade. At the student's written request, a leave of absence from a degree completion program may be granted. Generally, a leave of absence can be granted for a maximum of two courses. Exceptions will be considered on a case-by-case basis. The student should contact the student services department as soon as he/she becomes aware of a potential need for a leave of absence.

Program Attendance Policy

If a student is not in attendance for 14 calendar days (except while on a leave of absence or scheduled break), the university must determine if the student should be withdrawn. The student should respond to inquiries about his or her attendance or risk being administratively withdrawn due to lack of attendance. A student who is not in class for over 150 days in any 12-month period (including scheduled breaks and leaves of absence) will be withdrawn effective the last date of attendance prior to the break that caused the student to exceed the limit.

Audio/Video Recording

Recording devices may be used in the classroom with the permission of the instructor for personal use (but not for publication or quotation). When recording has been deemed a reasonable accommodation by student disability services, students will be given a letter which should be provided to each instructor identifying recording of lectures as an accommodation.

Cohort Dissolution

Cornerstone University reserves the right to dissolve a cohort with fewer than six members. This policy will assure a minimum number of students for appropriate interaction in class and at least two learning groups with a minimum of three students per

group. If a cohort is dissolved, every effort will be made to enable the remaining students to pursue their educational goals with as little interruption as possible.

Course Retake Policy

Students are permitted to retake a course in which an unsatisfactory grade was achieved during a previous period of enrollment. In such situations, registration for the course and payment of the related tuition and fees at the current tuition rates are required. The grade achieved by the retake course replaces the initial grade in relation to the grade-point average calculation, though the initial grade will remain on the permanent transcript record. A student cannot receive financial aid for retaking a course for which they previously received a passing grade, even if that grade does not meet the minimum grade requirements for the student's program.

For students in the Ed.D. program, any course with a final grade below a C must be retaken and all repeated courses must be taken at Cornerstone University. To successfully complete the program, students must earn a minimum 3.0 GPA overall.

Drop-In Program

Students enrolled in the Professional & Graduate Studies degree programs at Cornerstone University often “drop-in” to a cohort other than their own to take one course or a series of courses. Graduate students who are eligible to “drop-in” will fit into one of the following categories:

- Students who need to make up a course due to a leave of absence.
- Students who fail a course in a program and must retake the course.
- Students who have completed an appropriate non-degree application form.

Each quarter, schedules are distributed to cohorts and are available at any time in the Professional & Graduate Studies office. Students must submit a completed drop-in enrollment form to student services at least four weeks prior to the first night of class to allow time for processing and ordering of educational resources. The enrollment form may be obtained from an academic advisor or student services staff member in the Professional & Graduate Studies office.

Enrollment Status

For federal financial aid calculations, all degree-seeking students are considered to be enrolled full-time. Aid is calculated based on formulas related to a student's academic year, federal payment periods and the federal award year.

General Graduation Requirements

Participation in Commencement

To be eligible to participate in the May commencement ceremony, students must have six semester hours or less to complete the graduation requirements for their degree by the Thursday before the ceremony. Those who have six credits or less to finish must have a written plan on file with their academic advisor by March 1 of the same year documenting how those credits will be completed by the August graduation date of the same year. Graduate students may have up to nine credits to finish and a plan on file with their academic advisor in order to participate in the May commencement ceremony.

Graduation Dates & Diplomas

- There are three graduation dates during the year: May, August and December. Transcripts and diplomas will specify one of these dates. Students who complete all degree requirements by the last day of class in the spring session (traditional program calendar) will receive a May date on their diploma. Students who complete their degree requirements after the May graduation date but by the August graduation date (which changes annually) will receive an August graduation date. Students who complete their degree requirements after the August graduation date but by the December graduation date (which changes annually), will receive a December graduation date.
- Students taking credit at an institution other than Cornerstone University for completion of Cornerstone University's degree requirements must have their final, official transcript from that institution on file in the registrar's office by the following August 15 to maintain a May graduation date; by the following November 15 to maintain an August graduation date and by the following March 15 to maintain a December graduation date. Receipt of the transcript after that date will necessitate moving the graduation date to the next regularly occurring graduation date.
- Students must submit a graduation/diploma application and order form to the registrar's office by November 1 for December graduates or February 1 for May or August graduates. The form is available on My Cornerstone.
- All financial obligations must be met. No diploma will be released if any balance remains on the student's account.

- Students who find they will not complete their requirements by the anticipated date may call or write the registrar’s office to request a change in their graduation date.

Grade Point Average (GPA)

GPA is computed by dividing the total number of credits attempted (not including transfer credits) into the total number of honor or quality points. Credits and honor points are not given for courses in which the grade “I” (incomplete) has been received.

Grade Reports

Current students can access grade information and unofficial transcripts at any time online by logging on to WebAdvisor through My Cornerstone, accessing the Student section, and selecting “Academic Profile”. Grades will not be given over the phone, via fax or e-mail due to university policy and the Family Educational Rights and Privacy Act (FERPA). If further instructions are needed, contact an academic advisor or the Professional & Graduate Studies office.

Grading System and Honor Points

Cornerstone University uses the alpha grading system in which the alpha grades are given numerical weight for the purpose of determining grade point averages. Grades and numerical weights are as follows:

| | | | | | | | | |
|----|---|------|-----|---|------|----|---|------|
| A | = | 4.00 | B - | = | 2.70 | D+ | = | 1.30 |
| A- | = | 3.70 | C+ | = | 2.30 | D | = | 1.00 |
| B+ | = | 3.30 | C | = | 2.00 | D- | = | 0.70 |
| B | = | 3.00 | C- | = | 1.70 | F | = | 0.00 |

A – Indicates superior quality work.

B – Indicates above average work.

C – Indicates satisfactory or average work.

D – Indicates passing but below average work.

F – Indicates unsatisfactory work. No credit is given, but the number of hours is included when computing grade point average.

W- Indicates that the student withdrew from the program after the second class of a course.

I – Indicates a temporary grade given for work that is passing in quality but lacking in quantity to meet course objectives, not for unsatisfactory work or failure to submit work through negligence.

CR–Indicates credit received.

NC–Indicates no credit.

Graduation (Latin) Honors

Master’s and doctoral degree graduates are not eligible for Latin honors.

Incomplete Grade

This is a temporary grade given for work that is passing in quality but lacking in quantity to meet course objectives. It may be assigned by the instructor under the following conditions:

- A student is unable to complete his/her work due to illness or other physical impairment or other unavoidable circumstances; and
- The student has done satisfactory work in the course and, in the instructor’s opinion, can complete the work in a satisfactory manner. *A student should have completed at least 50% of the coursework to be considered for an incomplete grade.*

This grade cannot be given for unsatisfactory work. The student is responsible to initiate the process of securing permission to receive an incomplete by contacting the instructor. For each “I” (incomplete), the instructor informs the student of the specific work to be completed and requires a scheduled completion date which is within six weeks of the end of the course. If the incomplete work is not finished and submitted in the time specified by the instructor or within six weeks of the end of the course, an F grade or the letter grade specified at the time the incomplete was first given will be assigned.

Grade Change

A student grade change is possible if it is processed within one calendar year from the date of the initial grade posting. This also applies to incomplete grades from the receipt of the initial incomplete. However, incompletes may not be granted for a 12-month timeframe.

Late Paper Policy

Written reports and other assignments received past the due date may be marked down at the discretion of the instructor unless prior arrangements have been made with the instructor.

Leave of Absence

At the student's written request, a leave of absence from a degree completion program may be granted. Generally, a leave of absence can be granted for a maximum of 120 days. Exceptions will be considered on a case-by-case basis. The primary criteria for granting a leave of absence are (1) a circumstance that prohibits the student from continuing, and (2) the realistic probability that the circumstance can be remedied during the time of the leave of absence, enabling the student to continue. If a student believes he/she qualifies for a leave of absence, a *Request for Leave of Absence* form must be completed and returned to the student services office.

Because a student is expected to return to his/her original enrollment at the conclusion of a leave of absence, a leave of absence will not be granted for the last course in the student's program.

Letter Grade Equivalencies

A = Student illustrates excellent performance. Has unusually sharp insight into material and initiates thoughtful questions. Understands the complexity and alternative views of a given issue. Communicates effectively in multiple situations. Writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates the next steps in the progression of ideas.

Example: "A" work should be of such a nature that it could be put on reserve for all students to review and emulate. The "A" student is an example for others to follow.

B = Student demonstrates a solid comprehension of the subject matter and accomplishes all course requirements. The student is an active participant and listener and communicates orally and in writing at an acceptable level for a graduate student.

Example: "B" indicates a good quality of performance and is given in recognition for solid work; a "B" is considered a good grade and is awarded to those who submit work somewhat less than exemplary.

C = Student produces a quality and quantity of work in and out of class that are below average and minimally acceptable for a graduate student, but only for a class or two. Has marginal comprehension, communication skills, or initiative.

Example: "C" work is passing by a slim margin but is unacceptable if repetitive in nature.

D or F = Student produces a quality and quantity of work in and out of class that are unacceptable for a graduate student.

Example: This work does not qualify the student to gain credit for the course. Coursework must be repeated.

Online Elective Courses

Cornerstone University's online courses are designed for students that desire to begin or finish a degree or simply take a course or two. Students participate in online courses with the convenience of working from home, office or virtually any place in the world.

Students generally complete their coursework one week at a time asynchronously. Class activities and assignments can be completed at the convenience of the student with specific due dates for each. Communication and other interactions are conducted within Cornerstone's learning management system which is accessible from a student's web browser. Typical interactions include weekly discussion forums, required reading and completion of academic assignments including papers, projects and quizzes that are relevant to the field of study. Students receive individual feedback from their professor on assignments and have the opportunity to frequently interact with their classmates and professor throughout the course.

Generally registration procedures and requirements are the same as those for on-site courses. For more details, visit the website at www.cornerstone.edu/cu-online.

Scheduled Breaks

A break from one or two courses (6-8 credit hours maximum) may be granted to a student when transferred course work duplicates a course(s) in the student's degree completion program. Programs are divided into master's and doctoral level. Courses accepted for transfer in the graduate programs must have been completed in the last seven years.

A transferred course may replace a course in the student's degree completion program only if:

- The course was completed prior to enrollment at Cornerstone University; and
- The course duplicates a course in the student's degree completion program (master's or doctoral).

Students who are granted a scheduled break for courses in a degree completion program will be required to meet the residency requirement as stated in the graduation requirements section of the university catalog and the Student Handbook.

Students may request and be granted a scheduled break for more than seven credit hours, and it is not required that the duplicate course (or a course that meets a general education requirement) be completed prior to their enrollment at Cornerstone University.

Scheduling of Classes

Successful academic participation in an accelerated degree program is rigorous and time consuming. Therefore, in most cases students will only engage in one course at a time. Students who have a grade-point average of 3.0 or higher, may be approved to enroll in two courses at a time by their Academic Advisor. Students may not enroll in more than two courses at a time and students with a GPA below 3.0 may not enroll in two courses that overlap for more than one week. The director of student services must approve any exceptions.

Scholastic Probation, Academic Suspension and Dismissal

At the end of an enrollment block, the student's academic standing is reviewed by the registrar's office and deficiencies are reported to the director of student services. Any student who does not earn the minimum cumulative GPA for his/her classification will be placed on academic probation. Classifications and minimum GPA requirements are as follows:

| | |
|-----------|---------|
| Graduate | 3.0 GPA |
| Doctoral* | 3.0 GPA |

The director of student services may place on probation, suspension or dismissal a student who is not making satisfactory academic progress. The student will be notified of the decision in writing. Students may appeal the decision to the academic and grade review committee.

*For students in the Ed.D. program, any course with a final grade below a C must be retaken and all repeated courses must be taken at Cornerstone University. To successfully complete the program, students must earn a minimum 3.0 GPA overall.

Student Disability Services (SDS)

The university will make reasonable accommodations for students with disabilities, in compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. The purpose of accommodation is to provide equal access to educational opportunities to students affected by disabilities and the university does not intend that the standards be altered or that the essential elements of programs or courses be changed.

Students with documented disabilities may apply for accommodations online through student disability services. Student disability services is part of the Cornerstone University Center for Academic Success and is located in Miller Hall on the main campus. Disability accommodations for students from the Cornerstone University traditional undergraduate program, Professional & Graduate Studies programs and Grand Rapids Theological Seminary are addressed centrally in student disability services. Accommodations are granted on the basis of determined need and appropriate documentation of disabilities. Students must complete the application online and submit appropriate documentation, which will be reviewed by the accommodations officer and the Accommodations Review Committee. Upon acceptance, the student will meet with the director of student success to develop an Individualized Student Accommodation Plan (ISAP) based on the committee recommendations. On-ground students will be given a green verification form to give to their professors and should schedule a meeting with each professor at or prior to the first class session to discuss their needs. Students attending classes online will provide a PDF copy of the verification form to their professor before the class begins.

In the event that students have questions regarding whether they are eligible for accommodations, how they might provide appropriate documentation of disabilities, or how they might handle a disagreement with a professor over questions of accommodation, the director of student success should be contacted immediately at (616) 222-1596 or at student.success@cornerstone.edu. If a disagreement arises surrounding eligibility for services or the manner in which a specific accommodation is being implemented, the student has a right to informal and formal grievance procedures. A copy of the grievance procedures is available at the Center for Student Success in Miller Hall or online at: www.cornerstone.edu/academics/student-disability-services/grievance-policy/.

Please note that the process for determining eligibility for accommodations may take 5-6 weeks, so students should complete an application and submit appropriate documentation well in advance of the start of the program in which accommodations are required to begin. To be deemed appropriate documentation, testing and assessment of disability must have been completed no more than five years prior to the application for accommodations at Cornerstone University.

Student Grievance/Complaint Procedure

Occasions may develop in which students feel they have exhausted their efforts to resolve a concern they have experienced at Cornerstone University. Should this occur, students have the option of registering a formal complaint with the executive vice president for academics for the Professional & Graduate Studies Division of Cornerstone University. Unresolved complaints with any aspect of the educational or student experience may be included in a formal complaint.

A formal complaint will include the following elements:

1. A written, hard copy of the complaint including notification that the document constitutes a formal complaint;
2. The nature and description of the complaint including all parties involved;
3. Efforts taken so far to resolve the complaint; (It is expected that the student will have made every effort to resolve the complaint informally with the appropriate faculty member, staff member, supervisor, director, or dean, before submitting a formal complaint to the executive vice president for academics. If this effort has not been made, the complainant may be asked to do so before the executive vice president for academics makes effort to resolve the complaint.)

The executive vice president for academics and members of the leadership team (as needed) will attempt to resolve the issue by discussing the issue with the parties involved and render a final decision regarding the complaint. The executive vice president for academics will respond in writing to the student within 30 days of receiving the complaint. The decision of the executive vice president for academics is final.

The university's accreditation agency requires that a list of formal complaints and the university's efforts to resolve them be provided during accreditation visits.

State Authorizations

Cornerstone University has been approved by the State of Michigan Department of Licensing and Regulatory Affairs to participate in the National Council for State Authorization Reciprocity Agreement (NC-SARA). NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education. By participating in NC-SARA, Cornerstone University is able to offer online degree programs and courses to residents in other NC-SARA participating states.

For additional information on state authorization, visit www.cornerstone.edu/state-authorization.

Technology Requirements

Students enrolled in Cornerstone University's Professional & Graduate Studies Division must have a desktop and/or laptop computer with reliable access to high-speed Internet. If you are taking an online course, it is expected that you will own a computer that meets the requirements below and that you have access to the Internet from your home. E-mail and Internet connections are a primary means of participating in courses and are thus necessary and significant contributors to academic success at Cornerstone. Please review your computer's specifications to determine whether they meet or exceed the minimum requirements listed below.

Recommended Browsers

Google Chrome
Microsoft Edge

Bandwidth Requirements

Check with your local Internet Service Provider to confirm that your service meets minimum speed requirements.

| | Minimum | Recommended |
|---------------|------------|-------------|
| Upload Rate | > 1.2 mbps | > 3.2 mbps |
| Download Rate | >2.6 mbps | > 4 mbps |

Computer Requirements

| | Windows | Mac |
|----------------------|----------------------|---------------------------------|
| Operating System | Microsoft Windows 10 | OS High Sierra 10.13.6 or newer |
| Computer Memory | >8 GB is recommended | >8 GB is recommended |
| Available Disk Space | 120 GB | 120 GB |
| Graphics Hardware | 128MB | 128MB |

* Tablet devices, such as the Apple iPad, are great supplemental tools but do not meet CU's minimum technology requirements.

Software Requirements

Microsoft Office 365 is available for free to all actively enrolled students at Cornerstone University (see My Cornerstone >Tools>Office 365 for installation instructions).

Additional Technology Requirements by Degree Program

Ed.D. in Organizational Leadership & Development

Doctoral students are expected to complete capstone projects using mainstream quantitative or qualitative data analysis software (SPSS, JMP, LISREL, Minitab, NVivo, WINKS). If a student knows how to use open-source software (such as R), he or she will be permitted to do so but assignments and data analysis must conform to normative output, reporting procedures and criteria. Moreover, the student will be responsible for knowing and demonstrating mastery of the software program.

All Online Degree Programs

Select online courses include a requirement for live or recorded presentations conducted via the web (i.e. Google Meet or Microsoft Teams). **A webcam, microphone and speakers/headphones will be required to participate in these assignments.** When there is a live web-based presentation or online meeting required in an asynchronous online course, professors schedule the meeting(s) in advance with multiple options so students can make the necessary arrangements to participate.

Textbook Information

In compliance with the Higher Education Opportunity Act of 2008, a listing of the textbooks used in PGS programs is located on the My Cornerstone PGS page, which is accessible to all students. The listing includes the course in which the book is used, the title of the book, publisher, ISBN and retail price.

Transcripts

The official Cornerstone University transcript can be requested online through the National Student Clearinghouse (studentclearinghouse.org). The Clearinghouse charge is \$7.50 per transcript or \$8.50 for a pdf. The Registrar's Office processes transcript requests within 2-3 business days. No transcript will be released if there is an unpaid balance on the student's account.

Unofficial transcripts and enrollment verification letters are available to currently enrolled students by contacting the Registrar's Office (registrar@cornerstone.edu).

Transfer Credit

Ed.D. Transfer Credit:

With approval of the Ed.D. Admissions Committee, up to eight (8) semester hours of graduate credits (2 classes) can be transferred into the Ed.D. program.

Transfer of coursework may be granted for the Ed.D. program if the following requirements are met:

1. Courses must be comparable to the corresponding Ed.D. courses.
2. Courses must carry a grade of at least a B.
3. Coursework must have been completed within the five years prior to the student's date of admission.

The following courses cannot be transferred into the Ed.D.: EDL-900, EDL-901, RES-910, RES-915, RES-920, and RES-925. It is the responsibility of each applicant to supply transcripts along with a request to have the credit applied to the degree program. Students may be requested to submit the syllabus for any coursework being considered for transfer along with a rationale of why the student believes that the course meets the program's requirements. Transfer credit is not automatic.

Non-Ed.D. Transfer Credit:

Applicants who are transferring from other colleges/universities are required to have a transcript from all previously attended colleges/universities sent directly to the Professional & Graduate Studies admissions office at Cornerstone University. After being accepted for admission, an official credit evaluation is placed in the student's file with copies provided to the student and the academic advisor.

1. Cornerstone University will accept transfer credit from the following types of institutions:

Cornerstone University agrees to participate in the Michigan Transfer Agreement as a receiving institution. For more information, visit www.macrao.org or contact the PGS admissions office at 1.800.947.2382.

2. All regionally accredited institutions.
3. All Accrediting Association of Bible colleges, accredited institutions or institutions with a G listing or higher in the AACRAO Information Bulletin.
4. The following non-accredited institutions due to the nature of their relationship to Cornerstone: Bob Jones University, Grand Rapids School of Bible and Music, Spurgeon Baptist College and Word of Life Bible Institute.

If a student wishes to take a course at another institution after transcript evaluation is complete, he/she should contact a Professional & Graduate Studies academic advisor and complete a *Guest Application/Transfer Credit Pre-Approval* form before the beginning of the class in order to verify the acceptance of these courses.

The evaluation of foreign educational credentials for possible transfer credit to Cornerstone University must be evaluated by an outside agency. The student is responsible for following the procedure required by the agency and for paying the required fees. Cornerstone University recommends the following agency:

Educational Credential Evaluators, Inc.
P.O. Box 514070
Milwaukee, WI 53203-3470
Phone: (414) 289-3400
Fax: (414) 289-3411
E-mail: eval@ece.org

Course Duplication

A maximum of six to eight semester hours (2 courses; 500 or higher course number) may replace courses in a student's master's degree program. Students are scheduled for a break from their program when transferred course work duplicates a course(s) in the student's program.

A transferred course may replace a course in the student's degree completion program only if:

1. The course was completed prior to enrollment at Cornerstone University; and

2. The course duplicates a course in the student's degree completion program. Courses accepted for transfer in the graduate programs must have been completed in the last seven years.

A course must be at least two semester hours to meet equivalency requirements. Since most Cornerstone University courses are 3 credits, a student may have to take an additional course to meet the total credit requirement for the program. If the student has other transfer credits that qualify, one of those credits can be used to make up the difference. Duplicate courses accepted for transfer in the graduate program must have been completed in the last seven years. Students must still meet the residency requirement as stated in the graduation requirements section of the university catalog and the Student Handbook.

Veterans

Cornerstone University cooperates with the U.S. Department of Veterans Affairs in processing benefits for the training of honorably discharged and active duty service members. Veterans who wish to use the benefits should obtain the necessary forms and instructions from the nearest office of the Veterans Affairs or the Cornerstone University student financial services office.

In order for a student to be eligible for financial aid or VA benefits, he/she must be enrolled as a degree-seeking student. Non-degree seeking students are not eligible for financial aid or VA benefits.

A student who applies to a degree program and is accepted to the PGS division will be considered a degree-seeking student.

Verification of enrollment for VA benefits is processed when the student has submitted a copy of the Application of Education Benefits form or the Request for Change of Program or Place of Training form to the student financial services office. Cohort dates must be determined prior to processing. Initial certification will be processed upon attendance confirmation.

It should be understood by veterans that under some benefits, such as chapters 30, 35, 1606 and 1607, the student will be reimbursed directly by the Department of Veterans Affairs. Veterans should plan to pay their bills in accordance with the payment schedule provided by the student financial services office.

We, Cornerstone University, will permit any covered veteran (a student who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill benefits) to attend or participate in the course of education during the period beginning on the date on which the individual provides to us a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

We will not impose to a covered veteran any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities. We will not require that a covered individual borrow additional funds because of the individual's inability to meet his or her financial obligations to us due to the delayed disbursement funding from VA under chapter 31 or 33.

If the Department of Veterans Affairs is paying the school directly, the student financial services office must have all required paperwork. If the Department of Veterans Affairs is reimbursing the student, bills should be paid in accordance with the university payment schedule.

The grade-point average of veterans will be monitored at the end of each payment period. Veterans who are placed on academic probation and fail to change this status within one additional semester will be reported to the Department of Veterans Affairs. This action may result in the termination of benefits by the Department of Veterans Affairs. If benefits are terminated, a veteran may reapply to the university for recertification of veteran's benefits after the probationary status has been removed.

Certification of each class will be recorded in the Department of Veterans Affairs system as the veteran progresses through the program.

Eligibility for VA benefits is determined solely by the Department of Veterans Affairs. Cornerstone University is responsible only to verify the student's enrollment.

For more veteran information, refer to cornerstone.edu/veterans-benefits.

Withdrawal Policy

To withdraw enrollment from a degree completion program, the student must complete a withdrawal form that is available from the student services office. Withdrawal from a program may jeopardize financial aid for the rest of that academic year due to federal and state government regulations. Timely withdrawal of students is imperative for compliance with these federal regulations. Before withdrawing from a program, students are advised to consult with the student financial services office about their particular situation.

Academic credit will be given for completed courses as follows:

- If a student withdraws before the second class of a course, no grade is given and no tuition is charged.
- If a student withdraws after the second class session of the course but before the end of the course, a grade of *W* will be given and the student will be charged according to the Refund of Tuition schedule.
- If a student withdraws after the course is completed, a grade of *F* will be given and the student will be charged full tuition for the course.

LMS: MOODLE

Moodle is Cornerstone's learning management system. Each course is available to students and faculty on Moodle.

Accessing Moodle

To use Moodle, access the Internet using a recent release of either Firefox or Google Chrome web browsers. Go to Cornerstone University's home page at my.cornerstone.edu and log on using Cornerstone's assigned Network Account Username and password. The Network Account Username consists of the first initial of the student's first name (lowercase), number zero, and the last 6 digits on the Student ID card (e.g., d0123456 or r0054321). From the portal, select the link to Moodle, under 'Tools' along the left hand side of the webpage. If you would like to log into Moodle directly, access Moodle at moodle.cornerstone.edu and click [My Cornerstone] to log in using your account, where indicated.

Users may reset their password by calling Technology Support. For security purposes, users will be prompted to change their network password every 180 days. The network password and Moodle password are synchronized, so changes are immediately reflected on all CU systems.

Upon successful login, the My Moodle web page will be displayed which lists the classes in which you are enrolled. If a course is available for student viewing, it will be listed. Users can click on the name of the course to access the course information. Students are enrolled in classes approximately **two weeks prior to the start date**. Following enrollment, courses will be listed under the tab (future) until closer to the start date when they will move to (In progress) on the My Moodle home page. Completed classes will move to the (Past) tab approximately one week after the class is completed.

If a course does not appear, it is possible the faculty member has not yet made it available for student access and viewing. Generally, faculty members will not release the course to students until one week prior to the first day of class. If it is within this time frame and the course doesn't appear, students should contact their faculty member.

Students experiencing technology problems related to Moodle can contact Moodle Support 24x7 by selecting the help link found at the top and bottom of every Moodle webpage. If you have technology problems with other Cornerstone University systems or technology, please contact Technology Support at technology.support@cornerstone.edu, 888-272-4001, or 616-222-1510.

Basic Functions of Moodle

The basic functions of Moodle include:

- Viewing/downloading course documents (e.g., syllabus, class notes, presentations);
- listening to podcasts (mp3s);
- uploading assignments;
- watching videos;
- viewing grades;
- participating in discussion forums and live class meetings;
- contributing to group projects; and
- completing online tests, quizzes and surveys.

Moodle functions are used for independent study and learning group interactions.

MILLER LIBRARY

Library Hours

Many of the library resources are Web-based and are accessible online 24/7. The library facility, which is located on Cornerstone University's campus in Grand Rapids, is available for any other needs and is open during the following hours:

Fall - Spring

| | |
|-------------------------|---------------------|
| Monday - Thursday | 8:00 a.m. – 10 p.m. |
| Friday | 8:00 a.m. – 8 p.m. |
| Saturday | 12 p.m. – 8 p.m. |
| Sunday | 5 p.m. – 8 p.m. |

Summer

| | |
|-------------------------|------------------|
| Monday – Thursday | 10 a.m. – 6 p.m. |
| Friday | 10 a.m. – 6 p.m. |
| Saturday | 12 p.m. – 4 p.m. |
| Sunday | Closed |

Hours of operation will vary over breaks and holidays. Please refer to the library's website to note any changes in library hours or call the circulation desk at 616-222-1458.

Miller Library Resources

Miller Library Resources Include:

- Research by trained library staff (see contact information on the website)
- Summon™ Power Search – a Google-like search tool navigating most of the library's resources at once
- Access to over 3 million eBooks
- Access to scholarly journals, trade journals, newspapers, popular magazines, and other periodicals through our many databases
- Approximately 100,000 print books in house
- Many more print books through Puritan Reformed Theological Seminary (PRTS) and Kuyper College, both of which share a collection with us through Cornerstone University Library Network (CULN)
- Access to print books in libraries throughout Michigan by utilizing our MeLCat program; students can request for materials to be sent to Miller Library for pick-up or check out books while visiting other MeLCat library locations.
- Access to other resources, including books, articles, DVDs, etc. throughout the nation through our Interlibrary Loan (ILL) service.
- Public computers, group study rooms, photocopiers, scanners, and more available inside library
- Coffee available whenever the library is open

Using Miller Library's Web Site

Miller Library's website, <https://library.cornerstone.edu/> is the online information gathering place for Cornerstone students. The website gives access to the resources listed above and much more. It is always changing and developing, so check out the site often for the latest information.

Features of the Website

1. **Summon™ Power Search** – a Google-like search tool navigating most of the library's resources at once
2. **Databases** – provide specialized searches of content, especially periodicals
3. **Subject Guides** – best place to determine where to search for subject-specific material
4. **Catalog** – generally, the most effective place to find non-journal library resources (books, DVDs, etc.)
5. **FAQ** – Find concise answers to hundreds of common research and library questions
6. **Live Chat** – Contact librarians and staff directly using the chat feature on the home page and subject guides

Distance Education Policy

Miller Library is committed to helping the distance education community acquire knowledge by offering access to print and electronic resources, providing instruction in finding and utilizing information, and lending personalized support throughout the research process.

Individuals eligible for distance education library services are those Cornerstone faculty, staff and students who do not regularly attend or teach classes at the Grand Rapids campus. This includes individuals who might come to campus a few times a year, but not frequently.

In addition to accessing all of the resources mentioned above, distance education students, faculty and staff can have library items shipped directly to them (note: return postage is the responsibility of the borrower and must be postmarked by the due date to avoid any fines).

Instructions:

1. Choose *Interlibrary Loan* (under *Services*), and select the *Interlibrary Loan* button
2. Enter your Cornerstone ID and password
3. Create a new request for physical items and make a note in the comments section that you would like the books mailed to you

Borrowing

Loan Periods

The standard loan period for circulating materials for students, alumni and guest patrons is four weeks (28 days). The faculty and staff loan period is one semester. Items checked out from the DVD and video collections have a seven day loan period regardless of patron type.

Renewals

If materials are needed longer than the normal borrowing period, they may be renewed at Miller Library, online at the Miller Library website, or over the phone with user verification.

Holds for Requested Material

A hold enables a borrower to reserve the next use of an item that is currently in circulation. If several patrons place a hold on the same item, a queue sorted by request date will be used to distribute the item fairly. A patron will be notified via email of the item's availability when it is returned.

Overdue Material

Items that are not returned by the due date are considered overdue. An overdue notice will be emailed to the patron three days after the item is due. If the item is still not returned within 11 more days, (14 total) a replacement bill is sent. This will include a \$40 default cost for any item, a \$30 processing fee, and a \$5 billing fee, for a total of \$75. The patron's borrowing privileges are suspended at this time. If the material is later returned, the charges would be removed except for the \$5 billing fee, per item. Unpaid fines of more than \$5 can result in blocking of registration, diploma, transcripts and library privileges.

Questions?

For further library help or questions, please contact jeff.lash@cornerstone.edu. He can direct you to available instruction and resources.

GROUP GUIDELINES

Throughout students' degree programs, individual courses may require collaborative learning assignments designed to accomplish course objectives. These assignments may include projects, presentations, papers, worksheets, discussion questions and others. Effective collaboration and communication is necessary to complete these assignments, if assigned. Groups may utilize face-to-face meetings, electronic/online communication, or telecommunication to meet the project objectives. It is at the discretion of the team members to determine how their communication will occur.

Outcomes

Many outcomes are possible from the collaborative learning process and from attending classes as part of a cohort of similar professionals. The following outcomes are those considered most important to the adult learning experience.

Strengthen Decision-Making Ability

Through active participation, students learn the dynamics of how groups and teams make decisions and solve problems. Any group of three or more individuals follows a different process in reaching a conclusion than occurs when a person works independently. It is possible that the group may reach a conclusion that differs from what any of its members would have reached individually. The group provides a realistic laboratory for the exploration of group and team dynamics.

Build Self-Confidence in Dealing with Real-World Problems

An individual's role as a member of a group extends beyond the working environment to include family, friends and organizations. The student's participation in a collaborative learning group extends his or her ability for participation in a variety of other groups.

Learn How to Work with Others Under Pressure

As a student gains confidence, anxiety concerning group participation is reduced. An understanding of group and team dynamics removes the uncertainty or fear of participation in groups. The amount of work assigned and the deadlines imposed mirror the working environment in a way that is very results-oriented. As the student learns how to interact within the learning group, the ability to work effectively in other group situations improves.

Learn to Lead and to Follow Others

As feedback within the team makes students more sensitive to personal characteristics and behavior of themselves and others, students gain self-understanding and achieve a greater capacity for self-assessment.

Achieve a Higher Level of Quality and Performance in Class Projects

The student can sometimes learn more from a group than from working individually. The group makes use of the strengths of each individual and reduces weaknesses by offering support, camaraderie, incentive and direct assistance.

Share Teaching as Well as Learning Responsibilities

Comprehension of conceptual material improves through group discussion. The interaction and involvement in asking and answering questions strengthen understanding of material. Those more knowledgeable about a subject gain new insights by sharing their knowledge with others; less knowledgeable members receive explanations and input that improve their understanding.

Develop Interpersonal Communication Skills

By observing others' communication methods and by implementing a variety of interpersonal communication strategies, students learn how to differentiate effective and ineffective behavior. These experiences help students improve their personal communication skills.

Group Dynamics

The process employed by collaborative learning in the accomplishment of projects is as important as the learning outcomes. Both the faculty member and students should understand the methods used by the teams and the dynamics that help or hinder these teams in accomplishing their tasks. This section describes some key elements of team dynamics.

Creating a Positive Environment

Although the faculty may play a role in establishing a positive environment, nothing is more important than individual student commitment to emotional and social maturity in setting the proper tone for the group process at the beginning of the course. An atmosphere that encourages positive feedback and creates mutual trust and support should be established as quickly as possible.

Uncovering Hidden Agendas

Obstacles to achieving a positive learning environment are the hidden agendas students may bring to the group. If students have goals or personal issues that are inconsistent with the group's goals, friction and conflicts may result, undermining the learning process. Hidden agendas can be dealt with easily if collaborative learning group responsibilities and tasks are clearly understood. Groups must recognize and address individual needs. If the individual needs are not fulfilled, group performance is likely to suffer. However, the needs of one or more individuals should not be allowed to override the needs of the group.

Handling the Non-Contributor

Non-contributors can also create obstacles for the group. If an individual does not accept his or her share of the workload, or fails to complete work on time, the group faces a choice. It can decide to carry that share of the work, or it can confront the non-contributor. The best approach is to let the non-contributor know that his or her performance is hurting the group.

When Uneven Contributions Occur

Uneven contributions within the group present a different issue. It is normal to expect some members to provide more input than others based upon experience and/or capability. Roles may shift from one subject area to another since members have differing backgrounds and levels of knowledge to contribute. However, when one student consistently contributes less than other members, it is up to the members to determine the cause. If the individual displays effort but his or her abilities do not match those of the other group members, the other members should encourage and help the individual. This strengthens the group, and the end product is stronger.

Leadership

When group members contribute equally and are comfortable with the group's goals, all members function as a leaderless group. Under these circumstances, the group's purpose and priorities may be established quickly and the tasks agreed upon jointly. Generally, the leaderless group evolves over time as members rely on one another and come to understand that they benefit from the harmony of strengths and weaknesses within the group. When a leader does emerge, it is because he or she is viewed as competent in helping the group achieve its goals.

Conflict Resolution

If conflict in the collaborative learning group cannot be resolved through discussion of the problem between group members, assistance may be sought from the faculty member. Faculty members may request further help from the director of student services if a resolution cannot be reached.

Faculty Member's Role

Positive Tone

Generally, the faculty member should avoid interfering in the dynamics of the cohort or of collaborative learning groups. His or her role is that of the facilitator. The faculty member is responsible for establishing a positive tone, monitoring implementation and guiding the team process. A positive tone concerning the cohort and collaborative learning groups must be established. Students will take their responsibilities more seriously when they understand the importance of collaborative learning.

Monitoring Implementations

The "Group Evaluation" form, which can be found at the end of this section, has been developed for the faculty member to use in grading collaborative learning groups and can be used by each group member at the completion of each course. The evaluation form allows each member to focus on the group's productivity in achieving the project's learning outcomes and to discuss any problems with individual contributors. This provides a non-threatening outlet for students to use in expressing concerns. The faculty member can use the individual ratings as part of the grading criteria.

"Splintering"

One team behavior that must be avoided is "splintering." This happens when a learning group splits up the work on its project in the first meeting and works on its tasks as individuals without group involvement. While teams inevitably assign certain

tasks to individuals to support the team process, the give-and-take of the process itself, carried out in a series of meetings, forms the essence of the learning group learning experience. “Splintering” negates this valuable aspect of learning group interaction and deprives students of the primary value inherent in group interaction. “Splintering” can be discouraged by advising students that the project must flow together conceptually. This is possible only when the group builds its strategies and solutions as a cohesive, problem-solving unit.

Grading

Individual faculty members will determine how to grade collaborative learning assignments. Students should not expect equal grades, especially if unequal contributions were made to a project or assignment. Faculty members should communicate to students how they plan to grade individual and group participation.

Group Rules

Clear Roles

Typically, success in collaborative learning groups depends on several factors, but clear roles for each person is paramount.

Team Size

Groups should be no fewer than three and no more than five members for required projects.

Group Expectations

When formal assignments are expected of groups within a class, the following expectations should be used to establish boundaries for the group:

- What attendance policy should team members be expected to follow? What happens when a team member fails to attend a learning group meeting?
- Does the team expect members to be on time for scheduled meetings? What happens when someone is late or leaves early?
- Will the team set an agenda for each meeting and how strictly will it adhere to that agenda?
- How does the team deal with members who fail to contribute to meetings, who do not carry their “weight” in team assignments, or who tend to dominate the team meetings?
- What procedures will the team follow when conflicts arise within the team?
- How will the team handle a member who does not respect others’ opinions?
- How would the team handle a serious personality conflict within the group?
- What measure will be taken when a team member fails to abide by the team constitution

GENERAL INFORMATION

Career

Handshake

To begin using the university career services offered through Handshake, please visit cornerstone.joinhandshake.com and request an “alumni” account. Note: though current PGS students are not yet alumni, an alumni account is required to gain access to Handshake.

Available resources within Handshake include:

- Guide to creating a resume and cover letter
- A list of professional organizations to consider joining for networking purposes
- A guide to developing a LinkedIn profile
- Information about how to create a personal website to build your brand
- A guide to conducting informational interviews

PGS Center for Student Success

The PGS center (see Student Resources) also offers career help.

Reframing Work Curriculum

The Reframing Work Curriculum is a ten-unit study to help students develop professionally (e.g. identifying individual calling; understanding God’s view of work; resume, interview, and networking resources).

Change of Address/Personal Information

Applicants and enrolled students must notify their academic advisor of changes to address, telephone number or name in order to ensure that important communication and materials are received by the student. This information can be updated by mail or e-mail. Name change requests require the student to contact the student financial services office. A copy of the student’s Social Security card must be provided in order to verify the name change.

Computer Access

Computers are available to students in general use computer labs and Miller Library. Lab hours are the same as the building opening and closing hours in which they are located. Building hours are set by the departments in each building, in coordination with Campus Safety.

Copy Center

Students needing copies may have their materials duplicated for a nominal fee at the copy center on the main floor of the Corum Student Union. Various paper colors and sizes are available. Other available services include folding, 3-hole punching, coil binding, paper cutting, transparencies, booklets, programs and full-color copying. The copy center hours are Monday through Friday from 9 a.m. to 4 p.m. and it can be reached through extension 1279. Summer hours may vary. Additional copy machines are available for student use in the Miller Library.

Counseling Services (The Well)

The Well has an extensive referral base of counselors we personally know from Grand Rapids and the surrounding areas. Many are counselors that we have directly worked with when they practiced their internship at The Well. Our referral list is categorized by counseling, specialized needs and which counselors take insurance vs. low cost sessions. Links to their websites are included on a referral list that may be requested when you email the.well@cornerstone.edu. For questions concerning referrals, please feel welcome to email them or request a phone consult and we would be happy to discuss steps in choosing a counselor.

Emergencies

On Campus

If an actual or potentially life-threatening or other type of emergency arises, call 9-1-1 first and Campus Safety second. To report an incident, request a service or make an inquiry 24/7 contact Campus Safety by dialing “0” (zero) from an on-campus telephone or 616-949-5300 from any other phone. When reporting an emergency, please state the location of the emergency, the nature of the emergency, and remain on the line to answer dispatcher questions. Do not hang up the phone until you are instructed to do so by the dispatcher unless your and/or the safety of others is imminent.

Please note that each building on the Grand Rapids campus, including the PGS building at 300 East Beltline, is equipped with an Automated External Defibrillator (AED), available for use by anyone during a medical emergency. Information on campus AED’s is available at Campus Safety.

Occasionally, there may be an emergency at home in which it will be necessary for someone to reach a student while in class on the Grand Rapids campus. Family members should be advised to call 616-949-5300 (University-Campus Safety Switchboard). The caller should clearly state that this is an emergency followed with the name of the individual he/she needs to contact, the building, and the room number where the student can be reached. It is recommended that this number be left by the phone at home along with the room number and building. The switchboard is staffed 24/7/365.

Off Campus Locations

Follow posted procedures.

Fire Safety

When an alarm sounds, doors and windows must be closed and the building must be evacuated immediately. After leaving the building, individuals must travel to and remain at least 200 feet away from the building – and even further if possible when glass windows and doors are nearby. Individuals may return to the building only when the alarm has stopped and permission to re-enter has been given by Campus Safety, fire department, and/or law enforcement personnel.

Fire protection equipment such as extinguishers and alarms are located in each building on the Grand Rapids campuses and off-site locations.

Dining Commons

The university’s Dining Commons, located in the Corum Student Union, is open September through April for dinner (except during undergraduate seasonal breaks). Meal tickets can be purchased at the Accounting and Finance Office in the Welch Administration Building on the main campus or by cash/check at the Cashier Stand of the Dining Commons for \$8.00.

Dinner Hours:

Monday – Friday 5:00 p.m. – 7:00 p.m.

Global Trip

The Global trip is open to all students at PGS. The trip can be taken as a required course (BUS-511) in the M.B.A or M.S to M.B.A 4+1 program, or as an audit* course for the MA. Org. Leadership, MA TESOL, MA.Ed or Ed.D. programs, not earning credit towards the completion of your program.

(*for an audited course, a specific audit fee of \$99 is added to the cost of the trip)

Golden Eagle Café

The Café features a variety of coffeehouse style beverages along with sandwiches, salads, bagels, cookies, and other assorted snacks. The Café is located in the Corum Student Union and is open September through April (except during undergraduate seasonal breaks).

Hours:

Monday – Thursday 8:00 a.m. – 9:00 p.m.

Friday 8:00 a.m. – 5:00 p.m.

Identification Cards

Students will be issued a Cornerstone University identification card upon request. Students must show a current Cornerstone University identification card when checking materials out of Miller Library or requesting tickets or entry to any Cornerstone University athletic, music, or drama event. Replacement identification cards may be obtained at the campus switchboard in Warren Faber Hall for a nominal fee.

Inclement Weather Conditions

In case of inclement weather, classes will be held virtually through MS Teams at the normal class time. Students should check announcements on My Cornerstone > Notices after 4 p.m. the day of class to see if classes will only meet virtually. Students may also call the office after 4 p.m. if they are uncertain.

Tornado Watch

If a tornado watch forecast is given via TV, radio, or telephone, an official officer of the university will declare what immediate action is to be taken. Students will be notified by campus safety if class is to be canceled.

Tornado Warning

A tornado warning is usually signaled by a continuous siren from the fire station. Due to the nature of the buildings on Cornerstone's campus, safety can best be secured by getting to an inside hallway, kneeling with head down, and crossing hands over the back of the head.

Lost and Found

PGS lost and found items are located at the PGS building receptionist desk on the upper level. Other places on the CU main campus to locate lost items include the Student Development Office in the upper level of the Corum Student Union, Miller Library, Bernice Hansen Center and the Campus Safety Office in Warren Faber Hall.

Posting of Signs

University policy in regard to posting signs in the Professional & Graduate Studies building and off-campus locations states that approval must be sought from a Professional & Graduate Studies administrator.

Recreational Facilities

The gym, racquetball courts and fitness center are located in the Bernice Hansen Athletic Center on the Cornerstone University campus in Grand Rapids and are available to current students. Availability and hours may be obtained by visiting the Athletics website at cugoldeneagles.com.

Open Gym

Specific times for open gym are available by contacting the Hansen Center at 616-222-1546. While the Mol Arena is reserved for athletic competition, students are welcome to use the field house at regularly scheduled open times.

Fitness Center

The fitness center contains Cybex and free weight equipment along with aerobic equipment, such as Stair Masters and exercise bikes. The weight room is open to all currently enrolled students.

Lockers

Items stored in lockers should always be secured with a lock.

Right of Censorship

The university reserves the right to censor any materials published or distributed on its campuses or made available to the student body. This right is to ensure that materials distributed are consistent with the philosophy and standards of Cornerstone University.

Campus Drone Policy

Students who intend to operate drones on campus must consult the Campus Drone Policy posted on My Cornerstone>PGS.

Weapons

Cornerstone University enforces a zero tolerance policy regarding weapons. The following items are strictly forbidden on all CU campuses and properties, including anywhere inside or upon motor vehicles:

- The possession and/or storage of any and all firearms including plastic or metal BB or pellet guns, no matter the caliber (operable and inoperable), and firearms ammunition including BBs and pellets
- The possession of and/or storage of any type of archery equipment, including both traditional style and cross bows and/or arrows.
- All fixed blade knives. The only non-kitchen utility knife allowed on campus is the jackknife, single-edge folding style, with a total maximum blade length of three inches.
- Unlawful chemical sprays
- Laser, paint ball, cap and any other types of toy guns are not permitted on any campus or university property unless they are being used in theater or other officially authorized academic activity.

To report an incident, request service, or make an inquiry contact Campus Safety 24/7 at 616-949-5300.

PGS LEADERSHIP TEAM



John F. VerBerkmoes, Ph.D.

*Executive Vice President for Academics &
Professor of Adult Learning & Organizational Leadership*

Education: Bachelor of religious education (Cornerstone University); master of theological studies, systematic theology (Grand Rapids Theological Seminary); Ph.D., philosophy in educational administration (Michigan State University)

Career Path: Dr. VerBerkmoes has held various staff and administrative roles at Cornerstone University and Grand Rapids Theological Seminary. His research interests include adult learning, teaching and learning, assessment of student learning and organizational leadership. With a strong history of humble and excellent leadership, Dr. VerBerkmoes seeks to enhance the PGS community through efficient and effective systems and programs.

Professional Certifications: Licensed as a minister by Blythefield Hills Baptist Church in Rockford, Michigan.



Tom Heetderks, Ph.D., Dean of Business

Education: Bachelor of Arts (Calvin University); master of arts & Ph.D., industrial/organizational psychology (Wayne State University)

Career Path: Heetderks' passion for empowering others is evident in his over 25 years of experience executive leadership roles in human resource management. He has worked as an executive with corporations such as YUM Brands and Kenexa/IBM. Also, he has led human capital consulting initiatives with organizations such as ExxonMobil, PepsiCo, Accenture, Alcoa, and Bible Study Fellowship. Dr. Heetderks has taught as an adjunct professor at Cornerstone University and currently serves as a dissertation chair. His research on compensation structures and internal mobility is seen in journals such as *Advances in Industrial and Labor Relations*, *Journal of Labor Research*, and *Journal of Applied Psychology*. He recently published a faith-based book for those early into their careers, *Work Worth Doing*, with Harvest House Publishing.

Professional Certifications: Emotional Competence Inventory (ECI 2.0), Cultural Intelligence (CQ), Kouzes & Posner's Leadership Practices Inventory (LPI), Certified Executive Coach with the Hay Group.



Graham McKeague, Ph.D.

Dean of Human Services, Director, Ed.D. Organizational Leadership

Education: Master of theology (University of St Andrews); master of arts, intercultural ministries (Grand Rapids Theological Seminary); Ph.D., higher adult and lifelong education (Michigan State University)

Career Path: Dr. McKeague has a background in cross-cultural ministry. He has experience in higher education administration as the former director of admissions for Grand Rapids Theological Seminary (GRTS) where his responsibilities included student recruitment, enrollment, retention and marketing. Dr. McKeague has taught as an adjunct professor at GRTS, PGS and Michigan State University. His research interests include teaching and learning and global learning.

Professional Certifications: Cultural Intelligence (CQ) Facilitator (Level 1); Intercultural Development Inventory (IDI) Qualified Administrator.



Connie Sattler, M.S.M, M.B.A.

Assistant Dean

Education: Bachelor of arts, business administration and psychology (Hope College); master of science in management and master of business administration (Cornerstone University)

Career Path: Connie serves as assistant dean for Cornerstone University's Professional & Graduate studies (PGS) division. In her role she provides academic leadership for various aspects of leadership. She also trains university faculty in the efficient and effective use of the learning management system. She joyfully assists faculty in setting up courses, troubleshooting systems issues and resolving grade book conundrums. Fueled by a passion to see students and faculty thrive, she serves on a variety of committees, including the areas of educational technology, faculty development and academic council. As an adjunct faculty member, she draws upon her 20 years of business systems consulting and project management experience when instructing adult students in undergraduate Business Division courses.



Melissa Canup, M.A.

Director of Student Services, Ed.D. Program Advisor

Education: Bachelor of arts, applied linguistics (Moody Bible Institute); master of arts, organizational leadership (Cornerstone University)

Career Path: With a passion for serving students, Melissa Canup (M.A. '19) serves students as director of student services and Ed.D. program advisor at Cornerstone University's Professional & Graduate Studies. In her role she provides leadership in areas such as academic advising, the PGS Center for Student Success, and career services. She has served in various roles at PGS since 2015, including assistant director for academic success, academic advisor, assistant director of faculty services and educational resources coordinator. Having completed a master of arts in organizational leadership at PGS, she's able to relate to her students in working and studying full-time and is passionate about equipping students with the skills needed to live out their purpose in life.

PGS FACULTY

Kai Ton Chau, *Adjunct Professor of Business*

Hon. Dip. (1986), Hong Kong Baptist University; M.M. (1990), University of Missouri – Kansas City; M.B.A. (2006), Laurentian University; CPA, CGA (2001); CFP (2005); FCCA (2008); D.W.S. (2011), The Robert E. Webber Institute for Worship Studies

Tim Detwiler, *Faculty of Business*

B.A. (1977), Cedarville College; M.A. (1982), Temple University; Ph.D. (1991), Pennsylvania State University

Gary Ellens, *Special Appointment Faculty of Business*

B.A. (1977), Calvin College; M.S.W. (1979), Michigan State University; M.B.A. (1993), Western Michigan University

Jill Ellens, *Special Appointment Faculty of Interdisciplinary Studies*

B.A. (1978), Calvin College; M.A. (1982), Michigan State University

Rebecca (Reba) Ezell, *Special Appointment Faculty of English*

B.A. (1994), Dordt College; M. Ed. (2007), Calvin College

Ron Foster, *Special Appointment Faculty of Business*

B.A. (1973), Pacific Lutheran University; M.A. (1978) Fuller Theological Seminary; D.M. (1989), Fuller Theological Seminary; J.D. (1992) Cooley Law School

Tonya Fountain, *Special Appointment Faculty of Business*

B.A. (1993), Michigan State University; M.B.A. (2005), University of Phoenix; D.M. (2013), University of Phoenix

Andrea Fryling, *Faculty of English*

B.A. (2008), G.V.S.U.; M.A. (2010), Northern Illinois University; Ph.D. (2017), Northern Illinois University

H. Stephen Graham, *Special Appointment Faculty of Business*

B.S. (2004), University of Phoenix; M.B.A. (2009), LeTourneau University; M.A. in Higher Ed. (2010), Dallas Baptist University

Brian Hazeltine, *Special Appointment Faculty of Interdisciplinary Studies*

B.Ed. (1977), University of Saskatchewan; M.A. (1988), Grace Theological Seminary; Ed. D. (2012), Walden University

Tom Heetderks, *Dean of Business, Adjunct Professor of Business*

B.A. (1985), Calvin University; M.A. and Ph.D. (1993), Wayne State University

James H. Lacy, *Special Appointment Faculty of Religion*

B.A. (1974), Bob Jones University; M.A. (1976), Northwest Baptist University; M.R.E. (1978), Grand Rapids Theological Seminary; D.Min. (1991), Trinity Evangelical Divinity School

Donna Larner, *Assistant Professor of Business*

B.A. (1984), Michigan State University; M.B.A. (2007), Davenport University; D.B.A. (ABD), Anderson University

Gerald Longjohn, *Professor of Organizational Leadership & Development*

B.A. (1994), Moody Bible Institute; M.A. (2000), Trinity International University; Ed.D. (2013), Olivet Nazarene University

Graham McKeague, *Dean of Human Services, Associate Professor of Educational Leadership*

M. Theol. (2001), University of St Andrews; M.A. (2011), Grand Rapids Theological Seminary; Ph.D. program (2016), Michigan State University

Peter Osborn, *Professor of Adult Learning & Organizational Leadership*

B.S. (1993), Clark Summit University; M.A. (1999), Grand Rapids Theological Seminary; Ph.D. (2006), Michigan State University

Michael Pasquale, *Director of TESOL Program & Professor of Linguistics*

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CAMPUS MAP 1001 E. BELTLINE AVE NE ■ GRAND RAPIDS MI 49525

ACADEMIC BUILDINGS

1. Bolthouse Hall
2. CU Experimental Psychology Lab & Hesse Archaeology Lab
3. Daverman Hall
4. De Witt Center for Science & Technology
5. Faculty Office Building
6. Gordon Hall
7. Grand Rapids Theological Seminary 3000 Leonard NE
 - Matthews Performing Arts Center
 - Pirsig-DeBruyn Chapel
 - Urban Church Leadership Center
8. Miller Library
9. Sanaa 139: Art/Play Studio
10. Verna Miller Center for Student Success
11. Warren Faber Hall
 - Bookstore
 - Campus Safety

ADMINISTRATIVE BUILDINGS

12. Campus Services
13. Multi-Purpose Building
14. WCSG
15. Future home of WCSG
16. Welch Administration Building
17. Welcome Center/Ketcham

STUDENT LIFE

18. Christ Chapel
19. Corum Student Union
20. Gaine Conference Center
21. Hansen Athletic Center/Mol Arena
22. Theatre Club House & Rentals
23. Theatre Greenrooms & Storage

Athletic Fields

24. De Witt (Baseball) Field
25. Practice Soccer Field
26. Soccer Field
27. Softball Field

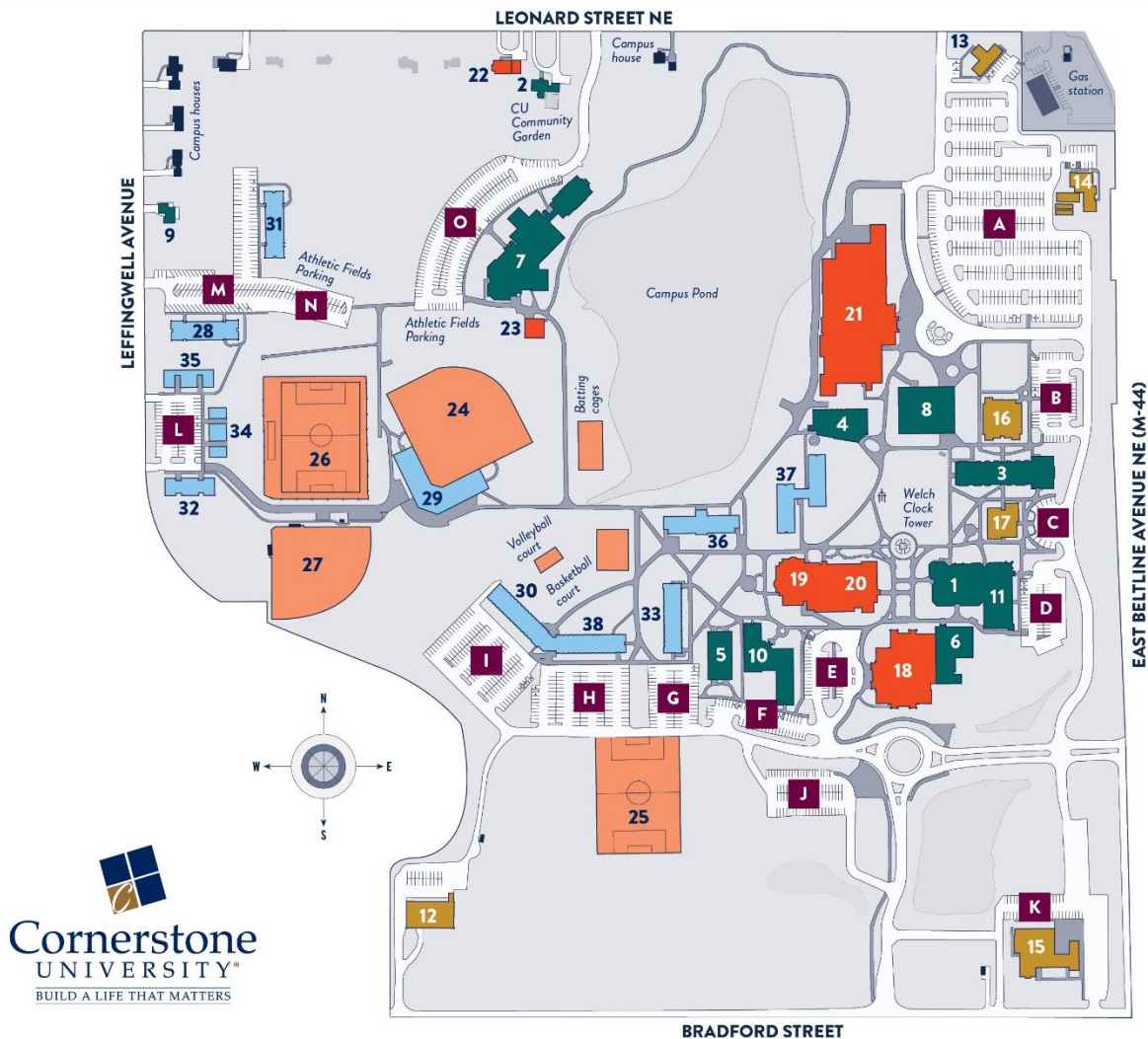
RESIDENCE HALLS

28. Babcock Hall
29. Central Hall
30. Cook Hall
31. Crawford Hall
32. Fuller Hall
33. Keithley Hall
34. Knol Hall
35. Morris Hall
36. Pickitt Hall
37. Quincer Hall
38. Van Osdel Hall

PARKING

- A. Hansen Athletic Center*
- B. Welch Administration Building
- C. Welcome Center/Traditional Undergraduate Admissions
- D. Warren Faber Hall/Campus Bookstore*
- E. Christ Chapel*
- F. Faculty Parking
- G. Keithly Hall
- H. Van Osdel Hall
- I. Cook Hall
- J. Commuter Parking*
- K. Future WCSG Parking
- L. Fuller, Knol & Morris Parking
- M. Babcock & Crawford Parking
- N. Athletics Fields Parking*
- O. GRTS & Athletics Fields Parking*

*Indicates open parking.



DIRECTIONAL INFORMATION

FROM CU MAIN CAMPUS

TO GRTS: From the Welcome Center/Ketcham Building (#17), turn left onto the service drive. Turn left towards the Hansen Athletic Center and follow the curve around until you reach LEONARD ST. NE. Turn left onto LEONARD ST. NE and travel 0.2 miles. The entrance to Grand Rapids Theological Seminary will be on your left.

TO PGS: From the Welcome Center/Ketcham Building (#17), turn right onto the service drive. Turn left towards E. BELTLINE AVE NE (M-44). Turn right onto E. BELTLINE AVE NE and travel 0.9 miles. Once you pass MICHIGAN ST. NE, take the first median U-turn on E. BELTLINE AVE NE and travel 0.1 miles. The entrance to Cornerstone University's Professional & Graduate Studies will be on your right.

FROM GRTS

TO MAIN CAMPUS: Turn right onto LEONARD ST. NE and travel 0.3 miles. Turn right onto E. BELTLINE AVE NE (M-44) and travel 0.4 miles. Turn right into Cornerstone University's main entrance. To visit the Welcome Center/Ketcham Building (#17), turn right onto the service drive and park in Lot C.

TO PGS: Turn right onto LEONARD ST. NE and travel 0.3 miles. Turn right onto E. BELTLINE AVE NE (M-44) and travel 1.3 miles. Once you pass MICHIGAN ST. NE, take the first median U-turn on E. BELTLINE AVE NE and travel 0.1 miles. The entrance to Cornerstone University's Professional & Graduate Studies will be on your right.

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TO GRTS: Turn right onto E. BELTLINE AVE NE (M-44) and travel 1.2 miles. Once you pass LEONARD ST. NE, take the first median U-turn on E. BELTLINE AVE NE and travel 0.1 miles. Turn right onto LEONARD ST. NE and travel 0.3 miles. The entrance to Grand Rapids Theological Seminary will be on your left.

